DOCUMENT RESUME

ED 088 794 SP 007 579

TITLE	The Division of Teacher Education, School of Education.
INSTITUTION	Indiana Univ., Bloomington.
PUB DATE	Nov 73
NOTE	279p.
EDRS PRICE	MF-$0.75 HC-$13.80
DESCRIPTORS	*Educational Change; General Education; *Interdisciplinary Approach; Language Arts; Performance Criteria; Reading Instruction; *Schools of Education; *Teacher Education; *Teacher Programs
IDENTIFIERS	*Distinguished Achievement Awards Entry; Project RELATE

ABSTRACT

To improve the quality of teacher education, the School of Education at Indiana University completed a reorganization effort that resulted in the Division of Teacher Education. Initially supported by an institutional grant from the U.S. Office of Education, along with a reallocation of funds within the school, the division was structured to meet these goals: a) to effect a major modification of the structural and programmatic elements of the professional training sequence in the School of Education; b) to increase direct participation of arts and sciences and other university personnel in professional training programs and to increase modifications of course sequences in arts and sciences to reflect professional training needs; and c) to reconceptualize the role of local educational authorities, teacher associations, and community agents and agencies in the education of teachers. In addition to a general program description and reorganization committee report, this document includes the following separate booklets: a) "1972-73 Evaluation Summary"; b) "Project RELATE: Operationalizing a Process to Reading/Language Arts Teacher Education"; c) "RELATE Competencies and Enablers Statement"; d) "Project RELATE: An Identification and Test of Some Propositions Regarding the Preparation of Teachers"; e) "Guidelines for the Statement and Assessment of Student Competencies"; and f) "Efficacy of Ad Hoc Service." (JA)

ED 088794

THE DIVISION OF TEACHER EDUCATION

SCHOOL OF EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Indiana University
Bloomington, Indiana

Submitted to American Association
of Colleges for Teacher Education

November, 1973

SP 007 579

Susan K. Shuster, Editor

Associate Professor of Education and Associate Director for Undergraduate Curriculum Program Planning and Development in the Division of Teacher Education

in association with

Edward G. Buffie, Professor of Education and Associate Director for Graduate Curriculum Program Planning in the Division of Teacher Education

Roger C. Farr, Professor of Education and Associate Director for Evaluation and Research in the Division of Teacher Education

Leo C. Fay, Professor of Education, Director of the Division of Teacher Education, and Executive Director of the Institutional Grant

Harold Harty, Assistant Professor of Education and Associate Director for Dissemination and Funded Project Development in the Division of Teacher Education

Arthur H. Oestreich, Professor of Education, Associate Director for Fiscal and Physical Resources in the Division of Teacher Education

Linda VanSickle, Visiting Lecturer in Education, Academic Advisor for the Division of Teacher Education

TABLE OF CONTENTS

I. Historical Development 1

Institutional Grant Proposal. 6

Committee on Reorganization for Teacher Education 11

Objectives and Expected Outcomes. 14

II. Evaluation Design and Policy 19

III. Phase I: July 1, 1972 to June 30, 1973. 23

Development and Implementation of Programs. . 23

Exemplar Programs and Projects. 24

The Educational Alternatives Program . . . 24

Early Childhood Program. 26

The ENCORE Project 27

The Multicultural Educational Development Program. 28

The RELATE Project 29

The Associate Instructor Teaching Skills Project 30

Service Activities. 31

The Evaluation Team. 31

The Dissemination Team 33

Personnel 33

IV. Phase II: July 1, 1973 to June 30, 1974 35

V. Budget 43

VI. Summary Statement. 44

VII. Appendices 45

HISTORICAL DEVELOPMENTS THAT LED TO THE REORGANIZATION FOR TEACHER EDUCATION AND THE REQUEST FOR AN INSTITUTIONAL GRANT FROM THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

In the early 1950's, the School of Education began to experience a rapid growth period: the undergraduate program was beginning to grow in size, the requirement that teachers have the masters degree as part of their teaching license (professional certification) necessitated that teachers return to the campus for additional instruction, and the demand for doctoral programs in different areas was articulated. In 1954 the elementary faculty was organized and evolved a program to prepare elementary teachers, a program that proposed a single basic pattern for all students. The student body increased to a point that at one time the School of Education graduated almost 800 students a year with a degree in Elementary Education.

With increased enrollments came larger sections of classes. In a sense, a kind of specialization occurred that took the preparation of the elementary teacher out of the hands of the elementary faculty and into the hands of a specialized faculty which, in essence, consisted of one faculty member and a cadre of graduate assistants (i.e., the educational psychology component, initially offered by the

Elementary Education faculty, was moved to the Department of Educational Psychology, not only another department but a department in another division). As enrollments increased, so did the employment of graduate students. This resulted in the lowering of instructional costs and thereby released faculty for development activities at the doctoral level;* however, not all faculty were satisfied with this program compartmentalization and lack of articulation between programs, and several proposed the creation of an alternative, Project INSITE, Instructional Systems in Teacher Education. Commencing in 1963 and financed primarily by a grant from the Ford Foundation, the project was characterized by an accelerated program, one which was highly articulated for both elementary and secondary majors and could be achieved (including the completion of the Baccalaureate and Master's degree) in four years and three summers on the campus or in an internship. The two highlights of the project were the Acroclinical Semester which integrated the psychology of learning, methods instruction, and student teaching, and a one-semester resident teaching internship. In 1969, AACTE selected this project to receive recognition for distinguished achievement.

---

*During the 60's the number of doctoral programs in the School of Education expanded rapidly. This activity represented the specialized interests of faculty in both elementary education and secondary education and new programs in Art Education, Science Education, etc. materialized. Priorities for this period were clear-cut.

Although the INSITE project provided an alternative to the existing training program, the results of these special efforts were not institutionalized. Perhaps this was due to the nature of the faculty, who, for the most part, had never experienced a concerted effort to change training patterns on a complete program basis within the School or who were concerned primarily for specialized doctoral programs. In an effort to maintain the momentum during the last year of the INSITE project, which was 1968-1969, the administration of the School established the Center for Innovation in Teacher Education (CITE). Its purpose, broadly speaking, was to encourage the development, trial, evaluation, and dissemination of a broad range of innovative programs, projects, materials, and practices in teacher education. It assumed the major responsibility for the students participating in the internship phase of Project INSITE, and it also sponsored the Teacher Education through Applied Methods Program (TEAM), which consisted of a professional semester followed by student teaching. The TEAM project then represented the second major effort to combine various programmatic elements in a more articulated manner.

CITE also stimulated the development of Project Simulation, a joint venture with the Audio-Visual Center at Indiana University and the Vigo County Public Schools (Terre

Haute), which developed a set of protocol materials in the human relations area.

When the INSITE funds were no longer available, a proposal was submitted to the Bureau of Educational Personnel Development (BEPD) from CITE for a Trainers of Teacher Trainers Project (TTT Project), and when it was granted, most of the TEAM faculty phased into this Project.

Three other developments were taking place during the year 1969-1970 that were to have a long-range impact on the activities of the School of Education. First, in addition to the proposal for a TTT Project, seven other proposals to be housed within the School of Education were submitted and funded from the Bureau of Educational Personnel Development. Then the year 1969-1970 saw the influx of a group of faculty trained in a discipline and very concerned with teacher training as it related to development and research. A third major development occurred in February of 1970 when the faculty established the Commission on Teacher Education (COTE), a representative body of faculty, administrators, graduate, and undergraduate students of the School of Education mandated to reformulate the undergraduate teacher training programs of the School. Essentially, COTE was conceived as a policy-making body that would stimulate, coordinate, and facilitate efforts at program formulation which would be initiated by

faculty-student groups. Representatives from COTE studied the issues, talked about them, and created a climate, but they did not have the authority to implement programs. People were needed who could make decisions and who had resources available for reallocation, and who would take the opportunity to develop programs. What was needed was a structure in which these changes could take place, one which could combine all the varied interests in teacher education program and product development into one single major thrust.

By the Spring of 1971, the BEPD recognized the need for restructuring its grant pattern as the arrangements of separate grants did not meet their essential objectives which were shared by the School of Education:

a. making the educational system more responsive to those to whom it has been least responsive.

b. reforming the basic structure of the educational system to serve all groups better.

The result was the suggestion by BEPD that the School of Education apply for an Institutional Grant that would bring all monies together for a concentrated thrust. The institution would support the objectives proposed by USOE but the School of Education would have major input, and the actual allocation of resources would be in the hands of the Insti-

tutional Grant personnel at Indiana University.

Thus, in each of these developments, first the dissatisfaction, the desire to do something else, the Ford Grant, CITE, COTE, the growing realization that this was a School of Education in a university, a new type of faculty interested in research and development (products as well as programs), and the planning for an institutional grant -- all these forces came together to create a situation where a structure could be established within which change could take place.

In June, 1971, The Committee on Reorganization for Teacher Education was authorized by the faculty of the School of Education with the explicit task to "examine the question of reorganization for teacher education in terms of both the regularized department and divisional programs and the special programs such as COTE and CITE."

The fall semester of 1971 witnessed two concurrent activities, the Committee on Reorganization, which was setting about the task of defining the parameters for the Division of Teacher Education, and the Institutional Grant Planning Team, which was preparing the Institutional Grant Proposal and establishing mechanisms for achieving change.

INSTITUTIONAL GRANT PROPOSAL (for more complete description, see Appendix A)

From the point of view of the Bureau of Educational

Personnel Development, the goal of the Institutional Grant was to test and demonstrate the proposition that a site concentration of funds could produce greater impact than have other methods so far tried both in terms of reaching "least well served" populations and in terms of developing and installing more effective ways for the educational system to change.

From the point of view of both BEPD and Indiana University, the goal was to produce externally generalizable solutions (programs and products) for operational problems in teacher education.

From the point of view of Indiana University, another goal was to design and to operationalize a total system that would result in better serving its training clientele, in producing techniques and materials that would have an impact on its own training programs as well as on those of other teacher training institutions, and in establishing alternative operational prototypes of new approaches to teacher education.

Both BEPD and Indiana University, in their commitment to the training of quality teachers, were interested in the development of an overall system that would accomplish the above objectives and that would add impetus to several thrusts that seemed useful to pursue at that particular time in history, viz., serving better those populations

that have been least well served by the system; accomplishing parity in educational power and decision-making among a variety of relevant groups and including especially those groups that the system is designed to serve; achieving discernible impact on the job on the part of those that are trained; setting up a Research and Development delivery system that would get innovative ideas into practice; reforming accreditation, certification, and credentialing processes; and reforming the training institutions and the programs themselves.

To facilitate the development of such a system, the entire process of education, both the institutions used to provide it and the personnel used to man those institutions, had to be reconceptualized. Concerned groups and client groups would have to be actively involved in the process. To transform the conceptualizations into realities, the new institutional and role models would have to be rendered into a form in which they could be articulated and utilized. The maintenance of a system in which didactic instruction was divorced from the world of reality would no longer be acceptable. What was needed was a new kind of arrangement involving school systems, communities, and universities -- an arrangement typified by such concepts as training centers, clinic schools, portal schools, community laboratories, and the like. The responsibility for teacher training was to

become increasingly a joint responsibility of the variety of groups concerned with it -- the university, teacher groups, the public school, community agencies, client groups, taxpayers, and others with legitimate inputs into the training system.

To achieve the overarching goal of the institutional grant, that is the establishment of synergistic relationships involving school systems, communities, and universities, the productive capabilities of the faculty of the School of Education had to be enhanced. The Institutional Grant Planning Team recommended an organizational strategy that would overcome organizational impediments and at the same time would minimize the personal constraints of the faculty and interested groups.

The new system was to consist of four centers of activity, two service oriented teams, an Executive Director, and a Policy Board.

The Conceptualization Center would have as its major function the responsibility to devise new role models compatible with a variety of existing, reformed, or emergent schools and school-related settings, and to project training programs to prepare these role functionaries.

The Center for Invention and Development would have as its major function the responsibility to produce instructional materials and devices necessary and sufficient to support the

conceptual and performance development of trainees in the education professions.

The major function of the Personal and Organizational Change Center would be to invent and develop new institutional strategies and tactics to facilitate change in training for the educational professions.

The major function of the Field Implementation Center would be to establish and test organizational schemes which relate concerned partners in the training of educational professionals to the preservice and inservice trainee in real life settings.

Administration of the Institutional Grant would be in the hands of an Executive Director and the four Center Directors. The former would derive his policy directions from a Policy Board. The Board would be composed of representatives of six bodies, including the Indiana University School of Education, other University departments (e.g., the College of Arts and Sciences), a variety of communities (e.g., those involved in the joint or independent training centers described below), other cooperating teacher training institutions (e.g., other state supported and private colleges in Indiana), a variety of public and private schools (e.g., training center partners or schools housing student teachers), and the State Department of Public Instruction. The executive director and the center directors would be the only permanent administrators of the Institutional Grant.

Two service oriented teams would be established to provide assistance to the four centers and the School of Education as a whole. The Dissemination Team would have, as its major function, the responsibility to foster the widespread adoption and institutionalization of innovations in teacher education both at Indiana University and elsewhere through creation of awareness, provision of opportunities for evidential assessment, training activities, installation activities, and support activities.

The Evaluation Team would have as its major function the responsibility to design and mount an evaluation system. The system defines evaluation as the process of delineating, obtaining, and providing information useful for judging decision alternatives, i.e., the model links evaluation to the decision-making process. Four kinds of decisions postulated by the model are: planning decisions, structuring decisions, implementing decisions, and recycling decisions. This system would service all levels of decision-making with a continuous flow of relevant information to various audiences including potential outside adopters and the Policy Board.

COMMITTEE ON REORGANIZATION FOR TEACHER EDUCATION

The reorganization effort was mounted in an effort to overcome a variety of organizational impediments: the

insularity of departmental structures which prevented effective communication and cooperation; multiple-track decision mechanisms which placed responsibility for program decisions with the faculty but responsibility for implementation decisions with the administrators; accountability could not be firmly fixed since neither the responsibility for existing programs nor the responsibility for projecting new programs could be exclusively assigned to a single department or group of faculty; and, the School of Education lacked the support agencies and mechanisms necessary to buttress faculty efforts toward innovation -- the developmental, training, communication, diffusion, and similar operations without which ideas cannot be engineered or implemented.

The essential element in the reorganization effort was the establishment of a formless organization consisting of ad hoc temporary work groups to be formed and reformed at will, and as the interest and concerns of the faculty required. This development paralleled the ad-hocracy notion of the grant.

The report of the Reorganization Committee was accepted by the Faculty of the School of Education and resulted in the establishment of a Division of Teacher Education (DTE) effective July 1, 1972. (see final report Appendix B)

Prior to its formal operation, the Institutional Grant Planning Team was concerned with a set of planning functions: a) to structure detailed organizational and operational plans for each of the centers and service units; b) to phase over existing BEPD projects; c) to enter into preliminary negotiations and arrangements with related groups such as public schools, communities, state departments of education, cooperating teacher training institutions, and others; and d) to disseminate information that elaborated upon the goals and objectives of the Division, which represented the interrelated goals of the Institutional Grant and the Reorganization effort. (see Appendix C, Part II) In addition they had the task of implementing a thorough review of all projects that had been proposed up to that time.

In July of 1972, with the establishment of the Division of Teacher Education and the receipt of the Institutional Grant, interdisciplinary teams of faculty, school personnel, and community representatives, structured around the task of assuring superior teacher education at Indiana University, took on the responsibility, assisted by Institutional Grant resources, to provide all the training necessary for a teacher to attain the professional teaching certificate and to do it in a way that meets the educational needs of today's society.

THE OBJECTIVES AND EXPECTED OUTCOMES

The long-range objective of the Institutional Grant program is to design, operationalize, test, and demonstrate a model system for the preservice and inservice education of teachers, a system based upon the development of alternative programs rather than a single monolithic program. In order to attain this objective, the following sub-objectives and outcomes must be attained.

1. A major modification of the structural and programmatic elements of the professional training sequence in the Indiana University School of Education. The future plan for this School envisions a non-departmentalized set of ad hoc task troups (or training teams) each of which has responsibility for the education of a group of prospective teachers or inservice teachers. The distinguishing feature of the revitalized curricula will be an array of alternative programs leading to professional preparation which reflects the diverse backgrounds of the trainees and the diverse settings and roles in which they will function as teachers.

2. Increased direct participation of Arts and Sciences and other university personnel in

professional training programs, and modification of course experiences in Arts and Sciences to reflect professional training needs.

The proposed training teams envision a pattern of interdisciplinary design and staffing which has not been characteristic of university involvement in teacher education in the past. Professors from a variety of departments at Indiana University are being solicited to assume instructional and design responsibilities as training team members. Increased direct involvement of this type will be fostered on a continuing basis by providing released time to these personnel to work on development (pre-training programs). This involvement will be in addition to the more conventional objective of modifying experiences in Arts and Sciences and other units where trainees receive their liberal education and cognate backgrounds. Some departments, E.g.. mathematics, are already involved in modifying their courses for teachers and integrating them with specific professional experiences; others, e.g., chemistry, are already engaged in training programs to raise the level of teaching effectiveness of undergraduate instructors. These moves will be extended across the full range of university departments.

3. Reconceptualizing the role of the local education authority (L.E.A.) and the local educational association in the education of teachers.

The practice that reinforces the notion that student teaching is the cornerstone for the involvement of the local education authority in teacher education must be abandoned. A new set of joint contractual arrangements with L.E.A.'s will be devised based on the assumption that a quid pro quo exists which can be employed to breathe life into a moribund relationship. The new patterns will assume from the university's point of view that the trainee needs early, frequent, and diversified contacts with operating public schools. From the L.E.A.'s point of view it will assume that direct involvement with the university and student trainees can be an important vehicle for accomplishing change in the L.E.A. through inserve teacher development and curriculum improvement programs. A variety of contractual relationships will be explored attuned to the objectives of alternative training programs. L.E.A. personnel will become participating members of training teams and, in turn, professors and trainees will become directly involved in local school improvement efforts.

4. Direct involvement of community agents and agencies in the education of teachers.

Community involvement in teacher training programs has, at best, involved sporadic consultation. This program will extend beyond consultation and policy making to involve community personnel as training team members with adjunct university status. An Office of Experiential Education has been established for trainees to work with community personnel on a systemmatic basis as a part of their regular educational experience. To whatever extent possible, the concept of quid pro quo involvement will be employed in fostering this relationship, i.e., attempts will be made to identify community development programs in which university professor-trainee participation will facilitate the achievement of community ends.

5. Development of strategies, tactics, and materials which are usable in multiple settings for the improvement of teacher education.

As important as it may be for the university to work toward the end of providing an optional training experience for its students, this is not the full extent of the university's responsibility. The university must be concerned with the development of new knowledge and new applications of existing knowledge in any field in which it functions. Explicit attention will be paid to the invention and development of new programs and materials

which can be diffused widely in teacher education and the demonstration and dissemination of new models for organizing and carrying out a revitalized program of teacher education in the university setting.

6. <u>The institutionalization of the proposed new model for teacher education as a permanent feature of the training of educational personnel at Indiana University.</u>

This effort is not a project in which Indiana University is becoming involved on a short term basis. The merger of two interests, those of the Reorganization Committee and the Institutional Grant resulted in the initial step, the formation of the Division of Teacher Education.

EVALUATION DESIGN AND POLICY

The Division of Teacher Education is committed to a comprehensive evaluation program. This was one of the primary goals that the Division was directed to address when it was approved by the School of Education faculty.

The concept of evaluation endorsed by the Division of Teacher Education is that evaluation is the process of providing information for making decisions. decisions that will assist in the development of better teacher education programs which in turn will produce better teachers. The overall evaluation program will provide information for making decisions regarding needs, alternative approaches to meeting those needs, and the effectiveness of programs in reaching their goals. To facilitate the decision-making process, the task of evaluation is viewed in terms of three levels.

The first level is that of developing programs, courses, and activities to produce better teachers. The decision-makers at Level I would be the program developers and the faculty members teaching the courses.

At Level II, information would be provided to the administrative and service organizations of the Division of Teacher Education to enhance the development of the administrative organization for fostering programs and projects.

At Level III, information is provided to those developers who give the thrust to the Division of Teacher Education, the School of Education, the University, and outside funding sources.

There are two aspects to the concept of evaluation that have been endorsed. The first is that evaluation is a service to those who are making decisions. In order for people to make use of evaluation, they must start by asking "what are the decisions I need and what information do I need to make those decisions." Thus evaluation plans are designed to provide information for project and program decision making.

The second aspect is that evaluation is to be viewed as an integral part of every program, and thus evaluation plans are developed and implemented for all phases of the Division of Teacher Education (programs, courses, administrative units, etc.). To achieve this aspect at the program level, it is essential that the evaluator for a particular program or project be a member of that program team, a person who knows the program very well and then is trained in the technical skills to carry out the evaluation effort.

The evaluation effort has, by its very design, rejected two traditional concepts held by many teacher education departments. First, that faculty in teacher education do not

view their task as collecting data about their program. Secondly, there are those who do not view evaluation as very worthwhile; they would propose the collection of data only as it relates to basic research questions.

Other considerations which support a comprehensive evaluation program are explicit:

1. Evaluation is the responsibility of all Division of Teacher Education faculty.
2. The evaluation effort is concerned with assessing the appropriateness of the goals and objectives of the entire division as well as of projects, programs, and courses. This would involve needs assessments as well as projection regarding the future of teacher education.
3. Evaluation plans are designed to provide information regarding the accomplishment of the major objectives of the Division of Teacher Education.
4. The Division of Teacher Education provides guidance and assistance to all faculty members as they develop and implement their evaluation plans.
5. While evaluation is continuous for all programs, the level of intensity of evaluation is greater for tryout and experimental programs and courses.
6. The Division of Teacher Education is committed to increase the knowledge of evaluation methodology,

particularly as it applies to teacher education.

7. In that evaluation is considered an integral part of instruction and program implementation, a budget allowance for the evaluation effort is strongly recommended. The lack of budget allocations, however, cannot be interpreted as justification for lack of an evaluation effort.

PHASE I: JULY 1, 1972 - JUNE 30, 1973

On July 1, 1972, the Division of Teacher Education became operational within the School of Education. Organized by function not by department, it assumed responsibility during this transitional year, for:

1. The Instructional Services Center
2. The Office of Professional Experiences (formerly the Student Teaching Office)
3. The Institutional Grant Structure including: an evaluation team, a dissemination team, and four support centers: Conceptualization, Field Implementation, Invention and Development, and Change.
4. Selected programs, projects, and individual courses relating to the above.

THE DEVELOPMENT AND IMPLEMENTATION OF PROGRAMS

Under the Division of Teacher Education, twenty-one options were implemented during the first phase. Some were full fledged, well articulated programs.* Other

---

*A program is a sequence of professional courses or activities planned and supervised by a faculty team to prepare teachers for provisional or professional certification (e.g., The Multicultural Educational Development Program; The Communication Skills Program.).

innovative efforts were aimed at project* development. Figure 1 illustrates the relationship between the two. Descriptions of these options can be found in Options In Teacher Education (Appendix D) or in the Division of Teacher Education Directory (Appendix E).

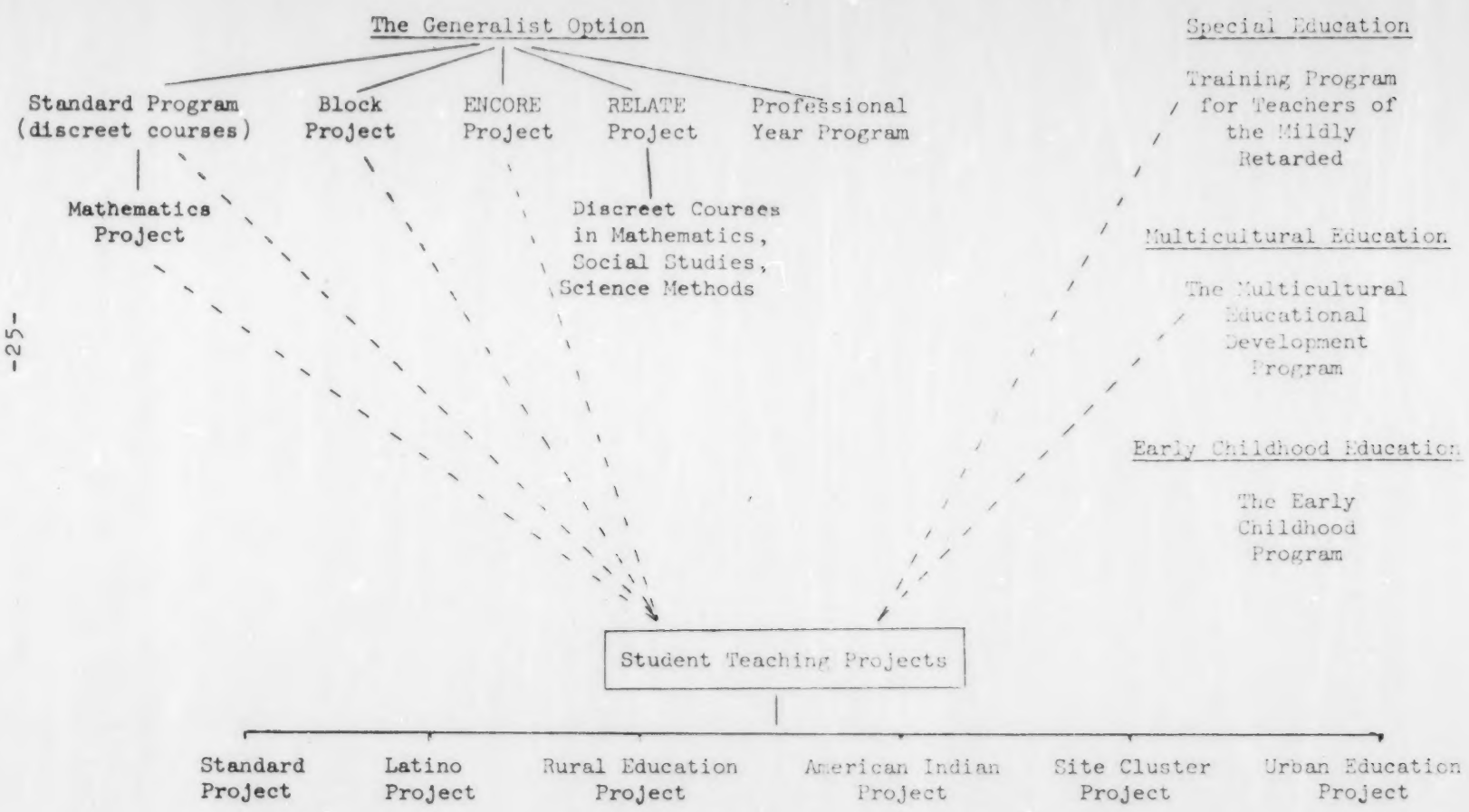
Nine options were supported by Institutional Grant funds. Six of these programs and/or projects are described in detail herein to exemplify the efforts of ad hoc teams of faculty, community agents, etc., to achieve one or more of the six Institutional Grant goals.

The Educational Alternatives Teacher Education Program. This program for secondary teachers has three distinctive features that represent a fundamental change from the "usual" teacher education program. All three features also characterize many alternative schools. First, the proposed program attempts to move away from an arbitrary compartmentalization of learning into courses by substituting an ongoing seminar for coursework. Second, all facets of the program are open to a high degree of individualization. Each student designs his own program in conjunction with the faculty. Third, the program includes extensive field experiences in several public school districts that operate

---

*A project is a professional activity which includes courses, field experiences, and/or seminars, all of which are in the state of development or testing and may be used in a program but which does not in itself lead to certification (e.g., The Site Cluster Project).

Figure 1. The Alternative Programs and Projects for Elementary Education Majors



a wide variety of nonconventional alternative schools (i.e., open schools, schools-without-walls, drop-out schools, educational parks, etc.); students learn from alternative schools as well as about them.

During this first year of its operation, the program attracted 45 students and consisted of a staff of 8 (I.U. faculty, adjunct professors, and school personnel). This program utilized a flow chart evaluation design to collect information, implement, evaluate, and feed back information to make decisions. The student competencies dealing with placement of interns, employer satisfaction, student evaluation, staff judgments, and on-site evaluation by staff on location were contained in the evaluation design. The process evaluation utilized data from field sites, student evaluations, and staff insights. Based on the information provided by the evaluation efforts, several modifications in the program were recommended and built into the second year's operation of the program. (For a complete evaluation report, see Appendix F, p. 3)

The Early Childhood Education Program. This two year program is designed for students wishing preparation to teach at any age level of early childhood education in a variety of educational settings. During their professional sequence of courses, students have experiences with children, primarily between ages three and eight. This professional

sequence includes: professional study through coursework, laboratory/field experiences, and seminars to interrelate the two. The faculty who teach and supervise in the program represent four schools (Education; Health, Physical Education, and Recreation; Music; and Arts and Sciences).

During this first year of its operation, the program attracted 24 students and consisted of 8 staff. Process evaluation utilized reports, lesson plans, comments from teachers in the schools, comments from student teachers, conferences, attitude scales, questionnaires, rating scales, and interviews. Competency assessment utilized weekly logs, student self-evaluation, evaluation of each student by three professionals, course evaluations, and lesson plans. Based on the information gathered, a new group of 30 students will commence the first year of the program while the second year phase is continued. (For a complete evaluation report, see Appendix F, p. 16)

The ENCORE Project. In this one semester project for elementary education majors, teams of faculty members cooperated with adjunct faculty from selected public schools to offer experiences and instruction to 46 students. The experiences were graduated, sequenced, and integrated to offer maximum professional growth in dealing with classroom management and instruction.

The Division of Teacher Education evaluation design consisted of five main decisions relating to project goals, entrance requirements, training experiences, utilization of personnel, and portions of programs to be evaluated. There were ten competencies dealing with the students' ability to observe, organize, and evaluate students and materials and to exhibit poise in the classroom. Assessment of both competencies and processes was carried out by questionnaires, observations, meetings (with representative groups of students), instructor ratings, video taping, surveys, student rankings, and attitude surveys. The evaluation information encouraged the team to extend its project into a three semester program to encompass the entire professional program of elementary teacher education at the undergraduate level (the complete evaluation report appears in Appendix F, p. 18).

Multicultural Educational Development Program. This program enrolled 79 students interested in teaching elementary school children who bear the blight of urban and rural poverty (i.e., Black Americans in inner-city schools, Black Americans in rural communities, poor Whites in rural hollows, poor Whites in urban ghettos, Spanish-speaking Americans, and American Indians). Guided by individuals from the University and the community, these students commenced a four-semester program in which they were and would be

involved in academic and community experiences which would focus on the human dimension of the culture of poverty.

The evaluation instruments utilized for process evaluation included open-ended questionnaires, interviews with students, conferences with the Student Advisory Board, faculty conferences/meetings, and questionnaires designed to evaluate field experiences. Competency assessment utilized an open-ended questionnaire which elicited students' insights gained from their experiences in various field and community settings. The information collected underscored the need to maintain this program as a high priority (the complete evaluation of this program appears in Appendix F, p. 29).

The RELATE Project. This project was a year-long one for juniors in elementary education which combined reading and language arts methods courses with student teaching in Bloomington schools. In addition to providing training for prospective teachers, the project met the objective of designing exportable training materials in reading and language arts. The project was built around three major approaches: 1) a process approach to the teaching-learning situation, 2) a competency-based approach, and 3) a teacher as a decision-maker approach. Twenty-five students were enrolled in this project which was planned and implemented by five Indiana University faculty, an elementary school principal,

and representatives from his teaching staff.

The evaluation design submitted by this project had as its main concern the attainment of a number of competencies by students. In that the program staff was successful in getting students to master the competencies and in that the formal development of the RELATE materials was completed by June 30, the project was terminated with the RELATE materials to be systematically utilized in different programs and settings for purposes of additional evaluation (sample sets of RELATE materials appear in Appendix G).

The Associate Instructor Teaching Skills Project. This project was designed to help meet the graduate teacher training needs of individual departments across all schools at Indiana University. The staff of the project worked as a consultant group with 23 graduate students from five separate departments to plan and implement courses for teacher training within their own disciplines. The project had two major components: seminars and teaching practica. The seminars characteristically considered topics such as planning, test construction, discussion and lecture techniques, problems in motivation, etc. The teaching practicum sessions provided a low-threat environment (micro-teaching) for practicing particular skills and evaluating the effectiveness of utilizing them in teaching situations.

The evaluation design for this program was an extensive

decision making model divided into planning, implementing, and recycling of decisions relevant to the project. The competencies which related closely to the evaluation design consisted of developing teaching skills, improving classroom effectiveness, and developing confidence. Based on its evaluation, it was recommended that this project should be institutionalized and supported in some form by the University. (For complete evaluation report, see Appendix F, p. 7)

The other programs and projects, all of which were mounted in an effort to achieve the goals and objectives of the Division of Teacher Education are described in Appendix D and Appendix E.

SERVICE ACTIVITIES

The Evaluation Team. At Level I most of the activity has been in terms of providing assistance and encouragement to program teams in conducting evaluations to make decisions about improving their programs. Specific requirements were not imposed on the teams; rather the evaluation team attempted to foster an attitude of service, that is, encouraging teams to think about what it was that they need to assess. This often resulted in difficulty in getting the kinds of information needed by the Division of Teacher Education in terms of its evaluation activities, but it was felt that that problem was worth enduring in order to initiate the evaluation efforts

within the programs themselves.

The evaluation team attempted to communicate evaluation information among programs (i.e. needs assessments, data gathering technique, etc.). They also helped programs define their competencies and broad goals and distributed this document among all of the programs (Appendix H).

At Level II, the evaluation team examined the role and function of the Teams/Centers to ascertain the Program/ Project Directors' perceptions and reflections as to the quantity and quality of the services rendered. That report appears in Appendix I. As a result of the data gathered and from the Center/Team personnel self-analysis, a reorganization of the service functions was proposed for Phase II of the Division of Teacher Education. (See Phase II, July 1, 1973-June 30, 1974)

At Level III, product evaluation, the team initiated a modification clarification of the goals of the division. It involved the continuous clarification of what appears in written form, the perceptions of goals by people, the meaning of goals to different people, and the importance attached to these goals. Another aspect of evaluation was and is the determination of the extent to which the goals of the division are being achieved, by individual programs and across programs. At this level, the evaluation team analyzed and reported information in such a way as to describe activities and to present evidence as to the quality of those efforts. One such activity

was the questioning of a random sample of the DTE faculty (25%) so as to ascertain whether the Institutional Grant had created any changes in their teacher education activities. This report appears in Appendix J.

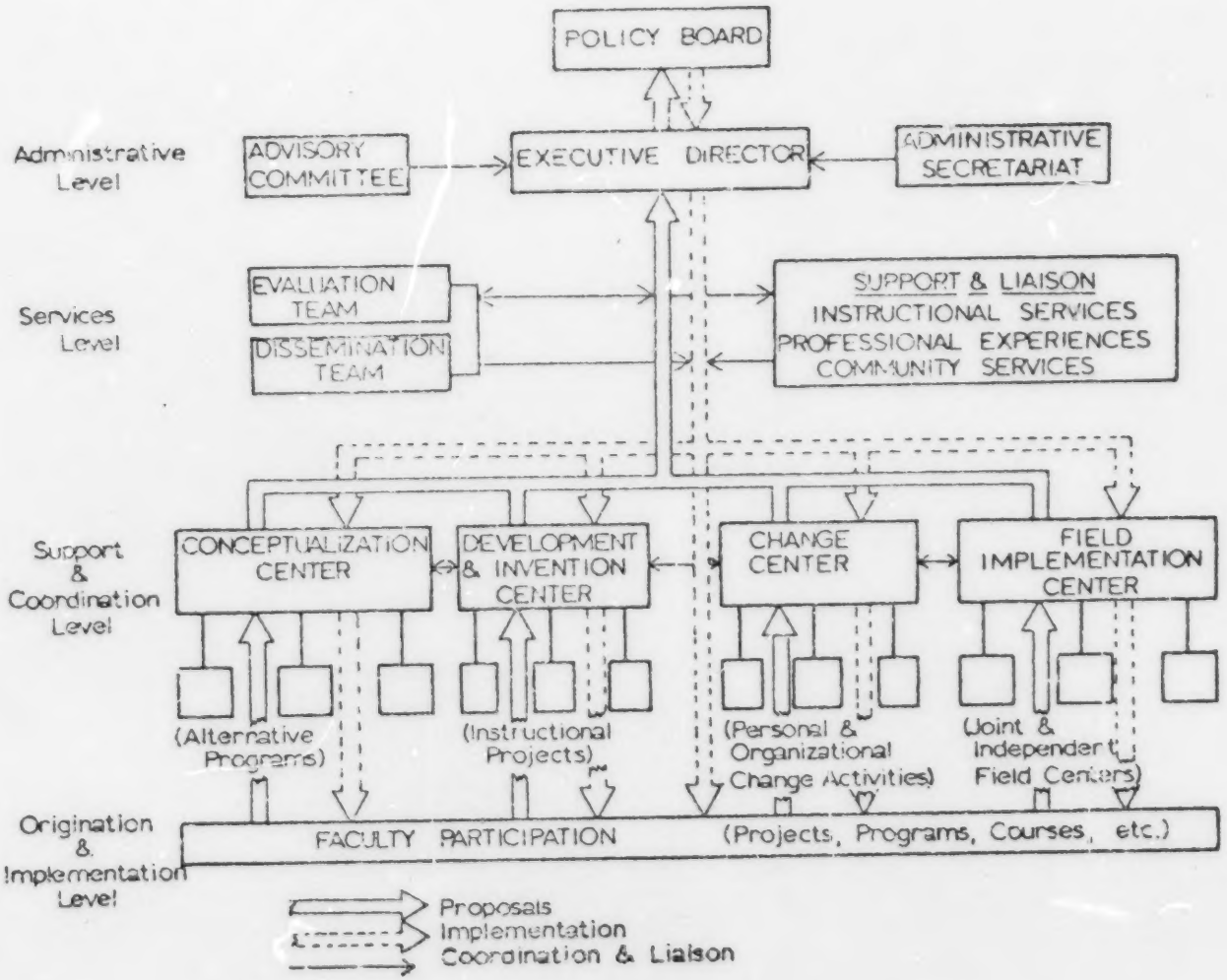
The Dissemination Team. This team engaged in two kinds of dissemination efforts: the preparation of descriptive information for students, and the preparation of descriptive information for faculty and instructional team members. The products of the former included Options in Teacher Education (Appendix D) and Are You Getting the Message (Appendix K). The latter products included the preparation of the DTE Directory (Appendix E) and the establishment of two serials, For Your Information, a newsletter that contains short descriptive articles (Appendix L), and the DTE Teacher Education Forum, for somewhat longer papers (Appendix C, F, G). Both possess widespread distribution to higher education institutions and public schools.

PERSONNEL.

The instructional teams, center directors, service teams, etc., are listed in the DTE Directory (Appendix E). Figure 2 depicts the organizational plan for the DTE for Phase I of its operations.

Figure 2.

ADMINISTRATION - PROGRAM DIAGRAM



PHASE II: JULY 1, 1973 - JUNE 30, 1974

On July 1, 1973, the Division of Teacher Education assumed responsibility for all teacher education activities through the fifth year level.

The transfer of the remaining teacher education programs involved a variety of activities during the Spring which focused primarily on the interests and needs of the Faculty of the School. Faculty with expressed interest in teacher education were encouraged to become involved actively in the new Division and assignments were planned carefully.

By September, several major goals had been accomplished:

1. A second group of new programs, which had been stimulated in part by the Conceptualization Center, and had been planned during the Division's first year, were now ready for implementation. Some of these included a Communication Skills Program, a Field Based Social Studies Program, an English Team Program, a Training Program for Teachers of the Severely Handicapped, a Science Teacher Preparation Program, and several fifth year field based programs. Recruitment efforts were mounted and a variety of field-based programs (i.e. in Social Studies), and activities in Arts and Sciences (i.e. English Team Program), were operationalized. The descriptions of these efforts appear in a booklet entitled Teacher

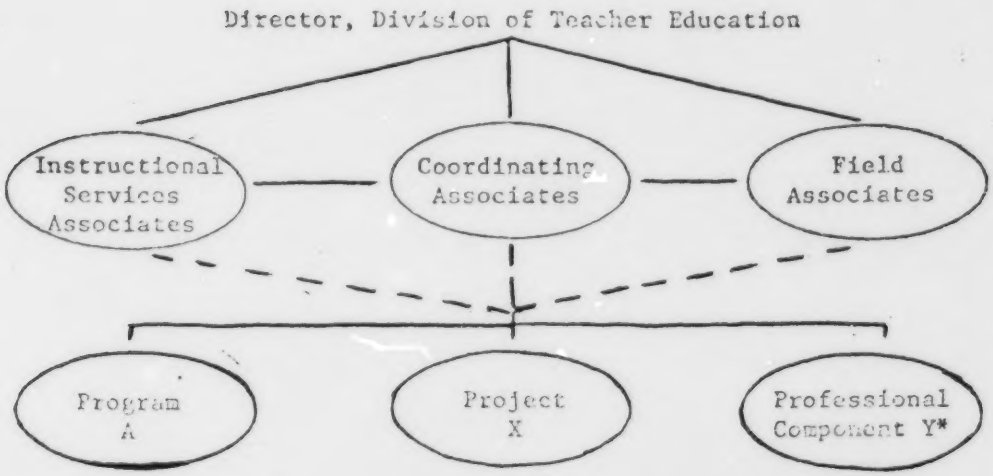
Education at Indiana University, June 1973 (Appendix M).

2. A thorough review of the Division's activities had been completed. Some programs were thus modified (i.e., ENCORE), several were recycled (i.e. Professional Year), several were terminated (i.e. RELATE). The original structure of the Institutional Grant, consisting of four service centers and two teams for evaluation and dissemination, was found to be in need of simplification; this resulted in a reorganization of center staff and functions into three teams: Coordinating Associates, Field Associates, and Instructional Services Associates. Figure 3 summarizes the reorganization of the Division.

In essence, the Coordinating Associates assumed responsibility for: planning and implementing programs, coordinating evaluation and research activities; providing logistical support, and dissemination and diffusion services. The Field Associates assumed responsibility for servicing programs and projects in terms of their needs for field activities. This included student teaching programs and field experience development and coordination. The Instructional Services Associates assumed responsibility for: library services, media services, instructional materials development, and TV and Microteaching services. A more extensive

Figure 3 REORGANIZATION FOR

THE DIVISION OF TEACHER EDUCATION



*A professional component is a course or set of experiences that may serve a number of programs or projects (e.g., Student Teaching).

description of the services provided by these three teams appears in the Reorganization of the Division of Teacher Education (Appendix C, Part I)

Four additional faculty teams were identified to relate to program development activities. Referred to as reference faculties, groups of individuals from various disciplines interested in social foundations, psychological foundations, language arts and reading, and the principles of secondary education were asked to serve in advisory capacities, on program teams.

3. A restatement of the goals and objectives of the Division was proposed to reflect and incorporate the thinking of the School of Education, the faculty of which had expended considerable energy during 1972-73 in developing a Report on the Objectives, Goals, and Missions of the School of Education, Indiana University for the Period 1973-1978 (Appendix N). In addition to the 6 goals specified in the Institutional Grant, the following were specified:

a. To promote and facilitate high quality basic research related to teacher education and educational change.

b. To prepare professional personnel who are able to become active participants in educational change.

c. To develop collaborative relationships with agencies and institutions outside Indiana University to enable positive response to the need for educational change.

d. To develop products, practices, and procedures aimed at promoting educational change.

e. To be involved in and cooperating with doctoral programs in education.

f. To develop and test new instructional practices.

g. To encourage and support faculty to continuously work on the conceptualization and design of teacher education programs.

h. To focus responsibility, i.e., accountability, in teacher education on the groups which are planning and operating programs.

i. To enhance the integration and articulation of undergraduate and fifth year programs.

j. To promote a committment to meeting the needs of inservice teachers and other educational professionals.

4. The establishment of a dissemination-communication-reporting system, both internal and external, had been initiated by the dissemination staff. A variety of elements comprise this system: the monthly preparation and distribution of the Division Newsletter (Appendix L);

the identification of an Editor for the Teacher Education Forum Series and the inclusion of these materials in the ERIC system; and the establishment of mini-retreats for purposes of sharing information among programs.

5. The establishment of an Evaluation Systems Operation had been initiated by the evaluation staff (Appendix O). The thrusts of this system include:

a. A series of seminars have been implemented to increase the knowledge and awareness of the faculty about such questions as; construction of attitude inventories, the use of computers, judgmental process of evaluation as contrasted with empirical data gathering. (Appendix P)

b. An Information System has been designed for use by program directors as well as the associate teams to determine which students are in what programs, which faculty are involved in which programs, etc. Its major goal is to provide information to the budget director and the division director, about course scheduling, enrollment patterns, etc. (Appendix Q)

c. A research effort along the lines of more traditional research has been mounted. Several small grants have been designed to foster inquiry

oriented research that cut across programs or projects, for example. In addition to the grants for faculty, fellowships and assistantships are available for graduate students in the Division for purposes of encouraging doctoral dissertations and other inquiry based thrusts on the part of students in the School. To monitor these efforts, a research committee composed of faculty from all divisions of the School has been formed to review proposals and recommend activities to foster greater research efforts in teacher education.

d. To facilitate the Division in making decisions about its activities, the Evaluation Team has mounted an effort to gather data about needs in the area of teacher education. This is broader than just the consideration of the needs that schools have, but in fact considering job opportunities, the impact of unionization on the job market, etc. (Appendix R)

e. A process evaluation plan has been expanded to further monitor the processes of the Division. (Appendix S)

f. A product evaluation effort has been initiated to review the products of our efforts (the graduates) and to implement intensive case studies of the general programs to determine the extent to which the programs are in fact meeting their goals or whether

or not the faculty teams need to establish goals that were not intended outcomes. A proposed plan to carry out a product evaluation appears in Appendix T.

g. A con-erted effort to ensure the professional development of the faculty was expressed; in response to this need, professional growth seminars have been initiated which will assist faculty in preparing dossiers, in constructing evaluation techniques for assessing the effectiveness of their teaching, etc.

6. An academic advisement and recruitment system has been established. Students are selecting specific programs rather than namelessly going through a massive general program. Personalized advisement is provided by a staff member thoroughly cognizant of all the DTE programs. The need for an information sharing/recruitment audio-visual presentation about alternative teacher training programs was expressed and a team from the Instructional Services Associates Team and the Coordinating Associates Team is in the process of preparing this.

DTE, School of Education, Indiana University

Budget Information

		Planning Year 1971-72	Fiscal Year 1972-73	Fiscal Year 1973-74	Fiscal Year 1974-75
1.	Grant Funds Appropriated	-0-	$ 499,991	$ 341,912	$240,207
2.	Grant Funds Expended	-0-	$ 417,872(a)	$ 341,912(b)	$240,207(c)
3.	School of Education Funds	$182,000	$ 686,510	$1,572,005	?
4.	School of Education Fund Reallocation (i.e. increased support over preceding year)	($182,000)	($504,510)	($885,495)	?
5.	Total support (Line 2 plus Line 3)	$182,000	$1,104,382	$1,913,917	?

a) Unexpended Grant Funds, Fiscal year 1972-73 = $82,119
$41,912 was reallocated to the 1973-74 fischal year
$40,207 was reallocated to the 1974-75 fiscal year

b) Grant Fund = $3[illegible]0,000 plus $41,912 (projected)

c) Grant Fund = $2[illegible],000 plus $40,207 (projected)

SUMMARY

The Division of Teacher Education is committed to the quality training of teachers. To achieve this goal, the process of decision making must reflect an environment for experimentation in teacher education. Experimentation can only be supported when goals and objectives are clearly articulated, when training programs meet the needs of all persons involved in the education process, when process and product evaluations are planned and implemented, and when ideas are broadly disseminated.

Most teacher training institutions could be described as having the above characteristics. However, the Division of Teacher Education in organizing itself on an ad hocracy basis, has established a post-bureaucratic organization, one which provides an environment in which a group of people with similar interests but trained in a variety of disciplines can come together and plan and test out their ideas, ideas which are related to function not restricted to a discipline or department.

APPENDICES

Appendix A: "A Proposal for an Inst'tutional Grant for Preparation in the Education Professions," May 12, 1971.

Appendix B: "Report of the Committee on Reorganization for Teacher Education to the Policy Council of the School of Education," December 8, 1971.

Appendix C: "The Reorganization of the Division of Teacher Education"

Appendix D: "Options in Teacher Education"

Appendix E: "DTE Directory, The Division of Teacher Education: Institutional Grant, October, 1972"

Appendix F: "1972-73 Evaluation Summary"

Appendix G: "Everything You've Wanted to Know About Project RELATE"
"RELATE Competencies and Enablers Statement," Teacher Education Forum, April 5, 1973
"Project RELATE: Operationalizing a Process Approach to Reading/Language Arts Teacher Education," Teacher Education Forum, May, 1973
"Project RELATE: An Identification and Test of Some Propositions Regarding the Preparation of Teachers," Teacher Education Forum, May, 1973

Appendix H: "Guidelines in the Statement and Assessment of Student Competencies"

Appendix I: "The Efficacy of Ad Hoc Service Teams as Perceived by Program Directors," Teacher Education Forum, August 15, 1973.

Appendix J: "Changes in the Division of Teacher Education Under the Institutional Grant," March 1973

Appendix K: "Are You Getting the Message?"

Appendix L: Division of Teacher Education, "For Your Information," Vol. 2, No. 1, September 13, 1973
Division of Teacher Education, "For Your Information," Vol. 2, No. 2, October 17, 1973

Appendix M: "Teacher Education at Indiana University," Division of Teacher Education, June, 1973

Appendix N: "A Preliminary Report on the Objectives, Goals, and Missions of the School of Education, Indiana University for the Period 1973-1978," March 12, 1973

Appendix O: "Evaluation Systems Operation," Division of Teacher Education, July 1, 1973

Appendix P: "Evaluation Team Seminars"

Appendix Q: "Evaluation Team Information System Mid-Semester Report," October 16, 1973

Appendix R: "Needs Assessment: A General Overview and a Proposal for an Education Needs Assessment Center"

Appendix S: "Process Evaluation, Working Paper, Revised 8/29/73"

Appendix T: "Product Evaluation Proposal: A Proposed Study of the Multicultural and Alternative Schools Programs"

dlc

TO: Faculty, School of Education FROM: David L. Clark

SUBJECT: Report of Committee on Reorganization for Teacher Education DATE:

Attached is the report of the Committee on Reorganization for Teacher Education to the Policy Council of the School of Education. This report will be considered by the Council at a special meeting scheduled for Wednesday, December 8, 1971 at 3:30 p.m., Room 131.

Each of you has seen this report in various draft forms over the past three months. The Committee hopes that you will read the final form carefully and communicate your reactions to members of the Council. The December 8 meeting is, of course, an open meeting and many of you may wish to attend the session.

Because of the importance the Committee attaches to this reorganization, we will ask the Council on December 8 to convene a general meeting of the faculty in January to consider approval of the recommendation from the Committee if the Council reaches concurrence at its meeting on December 8.

You have been generous in sharing your reactions with the Committee during the development of the report. We hope you will continue this process over the next few weeks.

REPORT

OF THE

COMMITTEE ON REORGANIZATION FOR TEACHER EDUCATION

TO THE

POLICY COUNCIL OF THE SCHOOL OF EDUCATION

Indiana University

December 8, 1971

Committee Members

Laurence Brown
David Clark
Leo Fay
Chris Jung
Richard Pugh
Fred Smith
Philip Smith

Contents

	Page
Introduction	1
Background Assumptions	2
Objectives of Reorganization for Teacher Education	3
Guidelines for the Organization of the Division for Teacher Education	4
Establishing a Division for Teacher Education	5
Basic Structural Recommendation	5
Responsibilities of the Division	5
Phase I (July 1, 1972 - June 30, 1973)	5
Phase II (July 1, 1973 and beyond)	6
Appointments to the Division	6
The Division Director	7
The Faculty	7
Assignments in the Division	8
Involvement of Graduate Students, Community and School Personnel	9
Advisory Input to the Division Director	10
Inter-School Programs	10

Introduction

The Committee on Reorganization for Teacher Education was authorized by the Policy Council of the School of Education in June, 1971. The membership of the Committee was designated as three Policy Council members, three members to be selected by the Administrative Council (including the Dean, a division director, and a department chairman), and one member of the Institutional Planning Grant Team. The charge formulated for the Committee by the Council was:

> "... to examine the question of reorganization for teacher education in terms of both the regularized department and divisional programs and the special programs such as COTE and CITE."

The Council instructed the Committee to proceed expeditiously and to report to the Council, if possible, by the end of the first semester of the 1971-72 academic year.

With the time constraint in mind, and with the priority to coordinate the work of the Committee with progress on program planning and development being made by the Institutional Planning Grant Team, the Committee decided to interpret the charge from the Policy Council literally. The proposal which follows concentrates almost exclusively on a new organizational design for the teacher education function in the School of Education at Indiana University. The only explicit reference to other divisions, departments, and agencies in the School concerns transfer of teacher education responsibilities from these units to a proposed Division for Teacher Education. This should not be construed to mean that the Committee feels that no other reorganization is needed in the School. As a matter of fact, if the proposal of the Committee is adopted by the faculty this may well cause other divisions to wish to examine their own sub-divisional structures -- a process which may be further encouraged by the review of graduate program areas scheduled for 1971-72 and 1972-73.

The major ideas to be found in the report have already been shared with the faculty of the School of Education. The three basic recommendations, i.e., (1) that a single responsible agency be established to carry out the teacher education function in the School; (2) that this agency organize itself and carry out its work through ad hoc working groups; and (3) that the base for involvement in research, development, and training in teacher education be broadened substantially, were released by the Committee to the faculty for discussion as early as September, 1971. The ten open hearings scheduled by the Committee indicated support for these ideas but altered substantially the implementing steps to achieve that end. Throughout its brief tenure, the Committee has attempted to release documents as soon as the members felt they had an idea which could be expressed coherently in the hope that immediate feedback would aid their deliberations. This has proved to be the case. The document now reflects input from many faculty members who took the time to attend the open hearings and communicate with members of the Committee orally or in writing.

The Committee has now reached a point where it believes that a final reaction to its work can be solicited. This document represents, then, the report from the Committee to the Policy Council. For the purpose of effecting action, the Committee wishes to enter the following motion for consideration by the Council:

The Committee on Reorganization for Teacher Education recommends that the Policy Council of the School of Education create a Division for Teacher Education to become operative July 1, 1972. The director of this Division should serve with the other four division directors on the Administrative Council of the School of Education.

The Committee recommends that the Policy Council accept and approve the statement attached to this motion which addresses itself to a number of issues associated with the establishment of the new Division; and recommends further that this document be transmitted by the Policy Council to the individual to be appointed as acting division director for the guidance of the newly formed faculty of the Division for Teacher Education.

Background Assumptions

As the Committee on Reorganization for Teacher Education proceeded with the task assigned to it by the Policy Council it became evident that several unspoken assumptions permeated its deliberations. The Committee decided that these assumptions should be stated so that all who read the report will be aware of the spirit of the document and of the general climate of opinion in which the Committee operated.

1. The School of Education at Indiana University ought to have teacher education as a central, high priority mission.

2. The confluence of many factors (e.g., the work of COTE, experimental programs operated through CITE, modified teacher education programs and courses initiated through departments and divisions) has created a climate favorable to rapid (even revolutionary) progress in teacher education at I.U.

3. While considerable attention has been given in this report to the anticipated institutional grant, the Committee assumed that the formation of the Division for Teacher Education will not depend upon a favorable outcome for the grant proposal.

4. The development of excellent programs of teacher education will take place in a school of education that continues to improve its national reputation for excellence in graduate study. Indeed, it is anticipated that many of the new teacher education programs will be of a kind that simply could not be developed in an institution not having the broad reservoir of talent available at I.U.

5. While the emphasis in this report has been placed upon major forms of change in teacher education, nothing in the report should be construed as demeaning or discouraging less dramatic increments of improvement. Such incremental change will be essential to the "fine tuning" of the various programs as they mature.

6. One of the most productive means for engaging a rich variety of talents is the task oriented team project. This mechanism should be used in teacher education.

7. The responsibility for preparing educational personnel today has such important ramifications for society and for the role of the university in society that the best available talent ought to be recruited and engaged regardless of traditional role and boundary lines of departments, schools, university, and community.

8. While it is recognized that the conditions and mechanisms that make possible dramatic improvements also make possible dramatic failures, the Committee believes that under our present circumstances, to make no changes would be a very high risk alternative.

Objectives of Reorganization for Teacher Education

1. To elevate the function of the education of teachers to a high priority level among the responsibilities of Indiana University's School of Education.

2. To facilitate an increased involvement of the faculty of the School of Education and other relevant faculties at the University in teaching, research, and development activities in teacher education.

3. To create an organizational environment for teacher education in which faculty have the opportunity to create and invent and are supported in and rewarded for such efforts.

4. To increase the options available to students and faculty for productive involvement in teacher education.

5. To increase the diversity in types of individuals involved in teacher education including appropriate involvement of public and private school personnel and the community.

6. To focus responsibility, i.e., accountability, in teacher education on the groups which are planning and operating the programs.

7. To encourage concerned faculty who are working in the teacher education programs to respond to needed and recognized improvements in the teacher education program as a regularized characteristic of their assignment in teacher education, i.e., to provide for improvement as well as maintenance assignments in teacher education.

8. To facilitate movement in programs of teacher education toward the reality of school experience and the educational needs of society.

9. To provide integrated programs of experiences responsive to the multiple roles and interests of individuals rather than a single set of experiences through which individuals move.

10. To provide a setting for teacher education in which self-renewal and growth will be characteristic of the organization and the individual.

11. To provide opportunity and encouragement for continuous work on conceptualization in teacher education and future planning that will build programs for tomorrow's needs.

12. To provide within the various teacher training programs opportunities for systematic training experiences as a part of the University's advanced degree programs for a variety of educational specialists.

Guidelines for the Organization of the Division for Teacher Education

1. A new Division for Teacher Education should be established in the School of Education. This division would be responsible and accountable for the School's programs in teacher education.

2. The faculty in the Division for Teacher Education should be drawn from the existing departments and program areas in the School of Education and should include participants from other departments in the University, the schools, and the community.

3. The Division should provide opportunities for graduate students to engage in instructional, research, and development programs related to teacher education when such involvement is appropriate to the goals of their advanced study.

4. Appointments to the new Division should be sufficiently flexible to allow part-time as well as full-time faculty assignment for varying lengths of time.

5. The Division for Teacher Education should have the same degree of autonomy as any other division in the School in such areas as budget and personnel.

6. The teacher education functions of other agencies presently operating in the School of Education, e.g., CITE, the Institutional Planning Grant Group, and departments in existing divisions of the School, should be incorporated in the new division.

7. The Division, as it assumes responsibility for teacher education in the School, should retain a unit in which faculty are encouraged and supported to work continuously on the conceptualization of teacher education and the design of programs in teacher education.

8. The Division should establish a continuing working group on organization and organizational evaluation (probably built on the foundation being established in the "Change Center" of the Institutional Planning Grant Group).

9. The Division should establish an evaluation unit to provide necessary information for decision making in regard to its instructional programs and other developmental activities.

10. The structure of the Division for Teacher Education should be based upon post-bureaucratic organizational principles featuring, to whatever extent feasible, ad hoc working groups.

11. The Division should develop an integrated support and development agency for the School of Education bridging field and laboratory experiences and other areas of technological and instructional support.

12. The primary task of the Division for Teacher Education relates closely to that of the divisions of education at the other campuses of Indiana University. Mutual interests and concerns suggest the desirability of maintaining a close liaison among the various campuses. As a first step to this end, a communications system should be developed to keep all campuses informed of developments in teacher education anywhere within the system and to provide a basis for cooperative effort in activities such as the development and use of specialized instructional materials, alternative programs of teacher education, and various types of field activities.

Establishing a Division for Teacher Education Recommendations and Implementing Guidelines

1. Basic Structural Recommendation

The faculty of the School of Education should create a Division for Teacher Education to become operative July 1, 1972.

2. Responsibilities of the Division

The newly formed division should assume responsibility for the entire program of teacher education (including at least all programs leading to provisional and professional certification of teachers in Indiana) in two steps -- one covering the period 1972-73 and the second, July 1, 1973 and beyond. These phases are specified as follows:

Phase 1 (July 1, 1972 - June 30, 1973)

During the school year 1972-73, the faculty of the Division for Teacher Education should:

Be responsible for operating a set of developing programs that have been approved for Phase 1 by the Institutional Planning Grant Team. These programs may be modifications of existing programs as well as new programs generated by faculty groups.*

---

* During the current school year, the Institutional Planning Grant Team will seek approval for the new programs through the Course and Program Change Committee and the Dean's Office. Once established, the Division for Teacher Education will follow the regularized program approval procedures of the School.

Assume responsibility for support and development agencies related to teacher education; i.e., Office of Professional Experiences, the emerging efforts in community and laboratory experiences, and the curricular related areas (CCTV, Education Reading Room, Curriculum Laboratory, and A-V Services.)*

Work with all other departments and program areas in the School which have responsibility for teacher education to effect an orderly transfer of teacher education programs to the Division for Teacher Education by July 1, 1973.

Initiate a process of individual consultation with faculty members to determine the relationship of faculty to the new division in 1973 and beyond.

Complete the planning for the Division's substructure which will be operative by July 1, 1973.

Phase 2 (July 1, 1973 and beyond)

Assume responsibility for all programs of teacher education in the School by July 1, 1973 retaining, at a subdivisional level, an appropriate organizational structure to house:

(1) Large enrollment operating programs

(2) Developing or experimental programs

(3) Associated research, development, and professional service activities in teacher education.

Assume continuing responsibility for operating a set of teacher education programs providing options for students and faculty while pressing constantly for "growing edge" programs in teacher education.

3. Appointments to the Division

There is no wholly satisfactory method for creating a division de novo. The scheduling problems of identifying leadership and faculty personnel resolve themselves finally to "chicken and egg" propositions. The Committe recommends the following procedure as the best of the alternatives:

---

* These agencies have responsibilities for service to faculty in the School of Education which extend beyond the Division for Teacher Education. If a coordinated staff agency is to be formed, however, it must report to some responsible line agent in the School. The choice seems to be either the Dean's Office or the Director of the Division for Teacher Education. The Committee chose the latter since (1) the demands for service, in a quantitative sense, will be concentrated in the new division; and (2) this places the service closer to the point of effective action, i.e., the users. This choice should be reviewed continuously to assure the effestiveness of the delivery of optimum service to other divisions, departments, and program areas.

The Division Director

Since all the operating teacher education programs in 1972-73 in the Division will be associated with the institutional grant, the Executive Director of the Institutional Grant Team will be designated as Acting Director of the Division for Teacher Education by the Dean of the School of Education effective July 1, 1972.

At such time during the school year 1972-73 as the Dean, with the concurrence of the Policy Council, deems that the process of individual consultation has resulted in a representative faculty for the new division, he will convene this group and set about the selection of a permanent division director in the usual manner outlined by the Policy Council.

The Faculty

Effective with the school year 1972-73, the faculty of the Division for Teacher Education will be composed of:

a. The members of the Institutional Grant Team.*

b. The faculty participating in any of the developing programs or R and D projects operating in the Division in 1972-73.

c. The faculty and staff, or other individuals with similar backgrounds and interests, who are working in the support and development agency programs mentioned under "Responsibilities of the Division - Phase 1, b".

d. Designated faculty from specialization areas. The success of the new programs depends upon the interest and expertise of the variety of subject specializations in the School of Education. Each specialist area will be asked to designate a faculty member for a joint appointment (1/4 to 3/4 time) with the faculty of the Division for Teacher Education. All obvious overlap areas will be included, e.g., elementary education; secondary education; special subject areas (science, math, social studies, English, etc.). Other less obvious areas and agencies will be encouraged to participate, e.g., educational administration, international and comparative education, etc.

---

* The actual persons involved may vary from those currently comprising the Institutional Planning Grant Team depending upon negotiations with those individuals for future years. A core team representing the interests and competencies of those now involved in the I.P.G.T., however, will be retained.

During the school year 1972-73 the minimum time allocation to the Division for Teacher Education will be 25% for designated faculty. Their special assignment will be to assist the Acting Director in planning for new programs and effecting an orderly transfer of extant programs by July 1, 1973. In subsequent years the percentage allocation of time to the Division will undoubtedly increase since these faculty will become involved in teaching in operating programs in the Division. These designated faculty obviously have dual roles. On the one hand they are expected to be representatives of a field of specialization in the sense that they bring their expertise to bear upon the program planning and policy issues confronting the Division for Teacher Education. Equally important, however, is their role as participating faculty in the research, development, teaching, and professional service of the Division.

As was noted earlier, the Acting Division Director and the faculty of the Division will be responsible, during 1972-73, for initiating a process of individual consultation with other faculty in the School of Education to determine the relationship of these faculty to the Division in 1973 and beyond. Since the planning, developmental activities, and training programs of the Division will also be dependent on the involvement of other faculty in all departments and on all campuses of the University and community and school system participants, this process of negotiation will be extended well beyond the confines of the School of Education on the Bloomington campus.

4. Assignments in the Division

The unique character of the proposed Division for Teacher Education must be taken into account in defining the types of assignments or roles which Division members will hold and play. This will be the only division in the School of Education that assumes responsibility for a schoolwide function. It will be the only division organizing itself on a task rather than discipline basis. It will be the only division soliciting actively and continuously the participation of non-School of Education faculty in the conduct of its programs.

Involvement of personnel in the Division for Teacher Education should, then, provide for the widest latitude in assignment. The form of appointment in relation to time and duration should be flexible. Joint appointments across all program lines in the School should be routine and across departments and campuses in the University should be numerous.

Appointments designed to tie community and school personnel directly to the Division's program's should be encouraged. The Faculty Affairs Committee of the School of Education should initiate a recommendation for the approval of the appointment of selected school and community personnel as "Associate Faculty" with the title of "Adjunct Professor." The privileges and benefits accompanying such appointments should be negotiated with the persons involved at the time of appointment.

There is no necessity to explicate all the forms of appointments which might be used by the Division for Teacher Education; most are used occasionally in all departments and divisions now, but the following illustrations may clarify types of roles which will be performed:

a. Designated Faculty - one unique form of involvement will be the designated faculty from specialization areas in the School whose dual responsibilities in the Division were described earlier.

b. Project Faculty - some members of the faculty will become involved in targeted projects (either of their own initiation or of others) to develop and test a module or program or engage in a piece of targeted research or evaluation. These may be full or part time appointments with a definite time period specified involving personnel inside and outside the School and the University.

c. Program Faculty - the basic unit for program faculty will be the training group, i.e., a team responsible for the professional training of a particular subgroup of trainees. The period of appointment for a team member (full or part time) would be indefinite, but renegotiation would occur each time a group for which the team is responsible completes its program. Team members would be regular School of Education appointees (in many cases also carrying an appointment in another department in the School), faculty from other units in the University (carrying some form of affiliate appointment in the Division), and school district and community personnel (carrying adjunct appointments in the Division and the School).

d. Unit Faculty - another form of program faculty will be those involved in operating modules, i.e., units, courses, and experiences employed by, but not necessarily a part of, training groups or teams. These faculty will be involved in offering an experience targeted on specifiable outcomes. Several training teams might wish to take advantage of a common module which would be under the continuing direction of a faculty member who is not necessarily otherwise involved in the work of the Division.

There are certainly other types of appointments that will be involved in the work of the Division for Teacher Education. There will surely be the need for some administrative personnel, for staff who are service arms of the Division, special appointments for ad hoc purposes, consultants, etc. The intent of this section is simply to emphasize the open nature of appointments in and involvement with the Division.

5. Involvement of Graduate Students, Community and School Personnel

In addition to the regular faculty of the Division, as described in the preceding sections, there are highly productive possibilities of involving other categories of personnel in the division's work. Graduate student appointees bring a range of experiences, developing expertise, and instructional potential which could prove invaluable to the Division. At the same time, the Division represents a source of useful training experiences for graduate students including supervised college level teaching , research, development, and evaluation internships.

Further mutually beneficial alliances must be established with community and school personnel so that expertise not found commonly on university faculties can be brought to bear on planning and operating training programs. Conversely, such arrangements should place the university in a position to relate itself more meaningfully to the solution of school and community problems.

6. Advisory Input to the Division Director

The objectives underlying the reorganization for teacher education suggest that program development within the proposed Division for Teacher Education be broadly based. A logically derived overview of the field of teacher education includes: general education, subject matter preparation, humanistic and behavioral studies, teaching-learning theory, and field internship and practicum experiences. In planning alternative programs faculty teams are encouraged to consider and, if possible, develop, programs that assume responsibility in all five areas.

In this context the division director will need various types of advisory input to insure that the desired breadth of program becomes a reality. A variety of advisory sources, in addition to regular faculty consultation, are available to the director including, but not restricted to:

a. The designated faculty who represent all related and interested areas within the School of Education who may be tapped individually or in groups to advise the director.

b. The Institutional Grant Policy Board which represents the various parity groups in teacher education serves directly as a policy group for the Director of the Institutional Grant for grant activities. This Board may be used by the division director as a sounding board for general divisional activities.

7. Inter-School Programs

The nature and complexities of the current organizational arrangements for the professional components of the inter-school programs, i.e., Home Economics, Business Education, Music, and Health and Physical Education, should be considered in developing appropriate relationships with the Division of Teacher Education. In these four cases it is essential that the faculty in the subject area specializations consider the optimum administrative arrangements for developing improved teacher education programs. Decisions regarding these matters should be the product of negotiations between appropriate administrative officials in each school.

1972-73 Evaluation Summary

Division of Teacher Education
School of Education
Indiana University

Compiled by
The Evaluation Team

TABLE OF CONTENTS

Project	Page
Introduction	1
Alternative Schools	3
American Indian	5
Associate Instructor Teaching Skills	7
Center for Experiential Education	9
Communication Skills	11
Development and Invention	12
Dissemination Team	14
Early Childhood	16
ENCORE	18
Field Experiments in Teacher Education	20
Field Implementation Center	21
Instructional Services Center	23
Journalism Project	25
Latino Project	27
Multicultural Educational Development Program	29
Office of Professional Experiences	31
Professional Year	33
RELATE	35
Shawnee Graduate	37
Shawnee Undergraduate	39
Urban Semester	41
Laboratory-Based Social Studies	44

The Forum series is basically a collection of papers. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. Articles are accepted on all phases of teacher education including in-service training and graduate study. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The substance is open to various types of content. Position papers, research or evaluation reports, compendia, state-of-the-art analyses. reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average five to twenty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion.

Produced by the Division of Teacher Education, Indiana University-Bloomington, a component of the School of Education, supported in part by way of an Institutional Grant (OE-OEG: 0-72-0492: 725) with funds from the United States Department of Health, Education, and Welfare--Office of Education, under the provisions of the Bureau of Educational Personnel Development as a project. The opinions expressed in this work do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Introduction

Included in this report are summaries of the final evaluation reports for the projects, programs and centers of the 1972-73 Institutional Grant. These summaries were written by members of the evaluation staff of the Institutional Grant. The total evaluation for each of these centers, programs, and projects is quite extensive. These more extensive evaluations are available from the individual directors of each project, program, or center; or from the office of the Evaluation Team of the Division of Teacher Education.

Included in these total final evaluation reports for each program, project, or center are:

1. A complete listing of student competencies and means of assessing students' accomplishment of these.
2. Process evaluation reports on various aspects of implementation.
3. A complete listing of all students including pertinent demographic information.
4. A complete listing of all faculty including pertinent demographic information.
5. Evaluation data related to the accomplishment of goals.
6. A chart indicating how each project, program, or center director felt his activity matched the objectives of the Institutional Grant.

As stated above, these total evaluation reports were used as the basis for the summaries included here. It would be useful at this point to describe how these final evaluation reports came into being.

1. During the Summer of 1972 the Evaluation Team developed guidelines to be used by each director of a project, program, or center in developing evaluation plans. These guidelines were distributed to each director individually and were discussed with him.
2. The directors were asked to submit their evaluation plans in the Fall of 1972. These plans were reviewed by the Evaluation Team and suggestions for changes were discussed with each director.
3. Every two weeks during the 1972-73 academic year, the project director submitted an implementation note which was to very briefly list any evaluation activities which had taken place during the previous two weeks.
4. At the end of the academic year, the project director was given a copy of all the evaluation information he had submitted and was asked to check the material for accuracy and to add to this information where it was incomplete.

All of the information collected as a result of these activities was used to prepare the brief evaluation summaries included here.

The evaluation summaries begin with the name of the project, program, or center and its director listed at the top of the page. This is followed by a listing of full and part-time faculty and professional staff and a statement indicating the number by male and female students.

The remainder of the summary is divided into three sections as follows:

I. Process-Product Evaluation Summary

This section briefly describes the process and produce evaluation activities that were conducted In addition, a brief summary of the results of these evaluation activities are included. Where evaluation information has been used to make decisions, these have been noted.

In general, the statements reporting the results of the process and product evaluation are taken directly from the director's report. Statements and adjectives concerning the quality of the evaluation have been made by the evaluation team.

II. Dissemination Activities

This section merely lists the dissemination activities reported by the project director.

III. Strengths and Weaknesses

This section summarizes the strengths and weaknesses reported by the director.

IV. Project Future

This section briefly states the future of this project, program, or center for the 1972-74 academic year or for the future of Spring activities.

Alternative Schools
Final Evaluation Summary
Director: Robert Barr
May, 1973

Faculty/Staff

1. Robert Barr
2. Daniel Burke
3. Steven Fredricks
4. John Perron
5. Arlene Saretsky
6. Gerald Smith
7. Vernon Smith
8. Floyd Coppedge

Students

Male - 20
Female - 25
Total - 45

I. Process-Product Evaluation Summary

This project utilized a flow chart evaluation design to collect information, evaluate, and feedback information for decision making. Student competencies dealing with placement of interns, employer satisfaction, student evaluation, staff judgments, and on-site evaluation by staff on location were contained in the evaluation design.

The process evaluation conducted by the Alternative Schools Project utilized data from field sites, student evaluations, and staff insights. As a result of this information, the orientation seminar will be discontinued at the end of the Fall, 1973 semester; student-teaching in Alternative Schools will be reduced to a smaller scale; the Alternative School seminar experimental course will be divided into two separate courses; one field site will be expanded because of its success; and new field sites in different areas of the country are being developed.

The competency assessment has shown employer satisfaction with the interns hired. In addition, personal growth among the interns was demonstrated by their evaluations as well as staff and field site personnel's evaluations; and, finally, satisfaction with interns has been demonstrated by the expansion and addition of new field sites.

The overall evaluation report is a very detailed and thoughtful document. The results of the various instruments seem to provide much valuable information to the decision makers. Copies of instruments and results of these instruments are available in the final evaluation report.

II. Dissemination Activities

1. Coordination of six regional institutes on alternative schools.
2. Changing Schools newsletter is printed at Indiana University.
3. Conference presentations were made by students in the program.

4. Articles by Gerald Marker and Robert Barr dealing with alternative schools have been published or are in the process of being published.
5. Twelve speech presentations have been made by the staff throughout the United States.

III. Strengths and Weaknesses

The following were listed as strengths of this program:

1. Interaction between faculty and students which continues over a period of time.
2. Good relations with innovative school districts.
3. The Bloomington Alternative School allows for an experimental training center.

The weaknesses of the program were stated as a lack of structure, inability to attract diversified student population, and problems maintaining the necessary field-base contacts. An attempt will be made this coming year to rectify the first two weaknesses by a more structured course offering and the rucruitment of students in one of the seminars. The last weakness needs adjunct professors who would be non-paid school personnel to act as liasons between the schools and I.U.

IV. Project Future

The project will be expanded next year to include new field sites. The project will have close to twenty paid interns and over thirty student teachers during the 1973-74 school. The program will be somewhat altered as the focus moves toward a more comprehensive Master's Degree.

The Alternative Schools Program is now recruiting a much larger number of students and will probably oversubscribe its classes this year. Together with the National Consortium on Alternative Schools, this program is receiving national recognition. The adjunct professor system has been approved and will be developed. It is necessary to achieve a change in University administrative practices if this program is to be eventually institutionalized. A proposal to the University administration recommending necessary changes will be developed.

American Indian
Final Evaluation Summary
Director: Gary Anderson
May, 1973

Faculty/Staff

1. Gary Anderson
2. Paul Lansing
3. Ms. Odle
4. James Mahan

Students

Male - 8
Female - 17
Total - 25

I. Process-Product Evaluation Summary

The evaluation design for the American Indian Project consists of three main objectives which deal with placement of students, enhancement of teaching ability of elementary and secondary students in an American Indian setting, and an increase in understanding and appreciation of the American Indian, his culture, and the present educational system. Undereach of these objectives were implementing activities, questions to be answered, products, and program modifications. There were also a number of student competencies which related to teaching in an American Indian environment and relating to the student in terms of his culture and environment.

Resulting changes that have been made because of feedback from student teachers, principals, and supervising teachers were: to have seminars conducted before a student went on the reservation with input from Pueblo Indians on campus, and to obtain better supervision and organization by bringing in supervising teachers with teaching experience in an Indian setting.

The competency evaluation utilized questionaires and verbal communications. This evaluation pointed out that the majority of students could adapt to the setting and relate to Indian students both in and out of the classroom, and adjust teaching techniques to meet the needs of these students. Finally, 21 out of the 24 students were going to apply for teaching jobs on the American Indian Reservation.

The evaluation as a whole was well done and the director does note the problems inherent with the distances involved because of the field sites being located in Arizona. Therefore, some of the final evaluation material could not be included because it had not as yet been received.

II. Dissemination Activities

Two publications were produced, one entitled "Alternative Programs in Indiana Colleges and Universities" which was also presented in a meeting at Butler University and the second entitled "Student Teaching on the American Indian Reservation."

III. Strengths and Weaknesses

The main strength of this program has been the fact that students entering the program have for the most part remained with it. All of the students in the program have been recommended for teaching jobs with the Bureau of Indian Affairs for this coming fall, and 38 students have requested admission to the program for next year.

The weaknesses seem to be in the area of lack of cultural preparation of the student teachers. There has been a proposed seminar where Indian educators would come and talk with students in the program to help alleviate this problem. Secondly, there is the problem of establishing criteria regarding who should or should not be admitted to the program.

Future consideration also needs to be given to the question of the efficiency of a sixteen-week program and trying to get the program to become a part of a more broadly based multicultural program.

IV. Project Future

This project will be continued as a field site. Students will be prepared in the total multicultural program as soon as possible. By 1974-75, assignment to Indian Schools will probably be restricted to Multicultural Program students.

Associate Instructor
Final Evaluation Summary
Director: Kenneth Majer
May, 1973

Faculty/Staff

1. Beryl Brown
2. Ivor Davies
3. Barbara Edwards
4. Al Garcia
5. Susan Hawkins
6. Loren Liebling
7. Ken Majer
8. Nick Stayrook

Students

Male - 22
Female - 1
Total - 23

I. Process-Product Evaluation Summary

The evaluation design for this program was an extensive decision making model divided into planning, implementing, and recycling of decisions relevant to the project. The competencies which relate closely to the evaluation design consist of developing teaching skills, improving classroom effectiveness, and developing confidence.

There were five separate departments that were involved in the Associate Instructor Program. Each of these conducted its own evaluation activities, but they utilized common instruments. The instruments were questionaires and interview forms which looked at such things as a book entitled A Guide for Beginning College Instructors, seminars, and overall results of the seminars. As a result of the diverse evaluations conducted by the different departments, decisions regarding changes in the seminar, instruction, credit, and procedures were initiated. Copies of all the instruments were contained within this report plus the results of these various evaluation instruments.

The overall report provided by the project provided complete copies of all evaluation instruments plus the results of those evaluations. It would have been helpful if there was a one-page summary of process and competency evaluation by department so as to see a better overall comparison of how A.I. students in different programs viewed some of the same things.

II. Dissemination Activities

Sixty-three persons received the various materials put out by the Associate Instructor Project.

III. Strengths and Weaknesses

The project sees as its major strength the new approach used by the program in improving Associate Instructor teaching.

The main weakness seen by the program came from outside the project where certain faculty and departments resisted the A.I.'s effort at producing change.

IV. Project Future

The future of the project according to the report is in limbo for next year. They are seeking outside money from a grant. The Associate instructor program has demonstrated its value and should be supported in some form by the University.

Center for Experiential Education
Final Evaluation Summary
Director: Homer Hogle
May, 1973

Faculty/Staff

1. Santiago Garcia
2. Homer Hogle
3. Dollie Manns
4. Herbert Munangatire
5. Dwayne Snell
6. Jim Williams
7. Iris Rosa

Students

None as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for this Center followed a flow chart model and examined what is going on at the present time and provided for review and consideration of what ought to be.

The process evaluation activities for this Center were conducted under three main operations. The first was in relation to MCCSC where communication was established with the schools in Monroe County and students assisted in the capacity of tutors or teacher aides. The feedback to the Center indicated that the assistance provided by the students was beneficial to both students and teachers. The logistics of scheduling and assigning students needs review and improvement in the area of dependability; many students were assigned very late in the term. Another area that needs improvement is communication with the field; more supervision is needed for quicker feedback.

The second operation was the community related operations of C.E.E. The Center placed students in various community agencies in Indiana, Illinois, and Kentucky. As a result of a mid-year evaluation of these activities, it was decided to have more direct contact between C.E.E. staff and community agencies, increase community involvement by providing regular transportation during the evening hours for students, and to develop more contacts with community agency directors so as to become more aware of their specific needs.

Thirdly, C.E.E. operated in conjunction with the Multi-Cultural Program. The C.E.E. provided transportation and field sites for this project's students. There were a number of problems that were encountered, but for the most part suitable sites or alternative sites as well as transportation were provided.

Some additional evaluation would seem in order for the various activities conducted by C.E.E. to point out where further services and modifications should be made in services now being offered. This Center will be finalizing some of its evaluation activities this summer which should provide some additional useful information.

II. Dissemination Activities

The dissemination activities carried out by the C.E.E. were also broken into three areas of its operation. They are as follows:

A. MCCSC Related Dissemination Activities
   1. Five conference activities with MCCSC
   2. Daily trips to MCCSC Administration Center to pick up and deliver request forms from the schools
   3. One meeting
   4. Visited every school to talk with school personnel

B. Community Related Dissemination Activities
   1. Conferences and meetings at a number of sites to explain activities and functions of C.E.E.

C. Multi-Cultural Dissemination Activities
   1. 29 conferences were conducted with various school sites to discuss placement of students
   2. Arranged trips, developed and sent out evaluation forms
   3. Gave two speeches in regards to C.E.E. activities

III. Strengths and Weaknesses

No specific weaknesses or strengths were listed by the Center within their report, but it appears from the process evaluation that there are constant problems in providing field sites and transportation to people requesting this type of help. It does appear, however, that this type of service is needed and that most of the current needs are being met by C.E.E.

IV. Project Future

The future of this Center, according to this report, will be to carry out the same functions but to alter the structure for economy's sake. This Center will be combined with F.I.C. and O.P.E. to provide a "more coherent and sequentially meaningful field experiences for Indiana University students of education."

Communication Skills
Final Evaluation Summary
Director: Edward Jenkinson
May, 1973

Faculty/Staff

1. Jeffrey Auer
2. Paul Batty
3. Philip Daghlian
4. Linda Gregory
5. Jeffrey Huntsman
6. Edward Jenkinson
7. Gretchen Kemp
8. Eugene Kintgen
9. Ellen Ritter

Students

No students until the Fall of 1973

I. Process-Product Evaluation Summary

Initial needs assessment serves as the design for the project. Student competencies were ascertained by asking language arts supervisors around the state what they felt were the necessary competencies for students interested in this area. Also, information provided by language arts supervisors provided information pertaining to recent graduates in the field of English. This provided the bulk of the process evaluation for this program. The letter and copies of comments were also included with the final report.

Overall it appears that an exemplary job has been done in preparing this project. The in-depth needs assessment could serve as a model for future projects wishing to get started in the DTE.

II. Dissemination Activities

1. Discussion with teachers about project at English Arts Conference held at I.U.
2. Letters to teachers (copy attached)
3. Description of project contained in Bulletin of University Division (copy attached)

III. Strengths and Weaknesses

No strengths or weaknesses listed.

IV. Project Future

The project will get underway this coming fall with incoming freshmen. These students will be guided for four years by members of this program. The main emphasis will be to show a relationship of content to method.

Development Center
Final Evaluation Summary
Director: Robert Heinich
May, 1973

Faculty/Staff

1. Jerry Brown
2. Rogers Glenn
3. Robert Heinich
4. Roberta Kovac
5. Mark Lobert
6. Michael Molenda
7. William Murphy
8. Amos Patterson
9. Michael Pollack
10. Darryl Sink
11. Gerald Smithl

Students

No students as this is a Center

I. Process-Product Evaluation Summary

A basic decision-making design was employed by this Center. However, the Center staff felt that an overall summative judgment of the usefulness of the Center was in order. Outside sources should be employed to gather this information and the Evaluation Team should address itself to this end-of-year survey of Institutional Grant program directors. (Note: The Evaluation Team in the second interview by telephone with project directors got at some of this fnformation.)

The main process evaluation undertaken was in the form of in-house meetings as well as meeting with O.P.E., but there were no reported changes as a result of this evaluation procedure.

The Development Center developed eight instructional units and some other products for use by the various projects. These included modules dealing with writing, locating and selecting materials, preparation of inexpensive transparencies, three unit classroom management series, a booklet entitled "Teacher Made Physical Education Equipment," two annotated bibliographies dealing with teacher training and cable TV, and a video tape consisting of interviews and views of field sites.

Overall the evaluation report was well done and included all the necessary information. The report provided a list of the products developed during the past year which was a useful addition.

II. Dissemination Activities

This included five lecture presentations and two bibliographies relating to the Center's activities.

III. Strengths and Weaknesses

No strengths or weaknesses listed.

IV. Project Future

The Center will be merged with the Instructional Services Center next year for reasons of economy and efficiency. The Center staff felt that funding various projects "to do their own thing" is redundant and not the best use of cost effectiveness. Many of the materials that the Center developed did not become visible or usable until almost the end of the year.

Dissemination Team
Final Evaluation Summary
Director: Billie Strunk
May, 1973

Faculty/Staff

1. Billie Strunk

Students

None as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for this Center consists of two main components: internal objectives and activities and external objectives and activities. Most of the process evaluation activities carried out by this Center were in the form of questionaires, discussions, and subscription requests. As a result of these activities, the need for other information to be disseminated by this team was ascertained and the need for a DTE program Preview Day (as was held this past semester) was questioned. Copies and results of questionaires were provided in this final report.

It appears that many worthwhile activities were conducted in the areas of both publications and non-publication activities. The questionaires also seemed to provide much valuable information as to the usefulness of certain publications and activities.

II. Dissemination Activities

A. Publications - Compiled, Edited, and Supervised
   1. Options in Teacher Education
   2. DTE Directory
   3. Forum (9 pages in this series)
   4. For Your Information (3 briefs)
   5. Are You Getting the Message?

B. Publications - Researched and Written
   1. A New Dimension for Teacher Preparation
   2. Special Program Offers Education Students New Views

C. Publications - Technical and Editorial Assistance
   1. Several tasks were listed for this category

Besides all of the above publication activities, the director of this team offered and gave assistance in the areas of publicity for DTE, served as a DTE Advisory Committee member, provided technical assistance to projects and students, gathered information, designed a DTE logo and printed format for publications, and performed other dissemination activities and services.

III. Strengths and Weaknesses

The major strength of this Center was to initiate and lay the necessary groundwork for all the various dissemination activities undertaken by the DTE.

The major weaknesses were related to having only limited funds, facilities, and personnel with this Team.

IV. Center Future

There are no plans to continue the Dissemination Team as such in 1973-74; selected dissemination activities will be assigned to various DTE personnel.

Early Childhood
Final Evaluation Summary
Director: Marian Swayze
May, 1973

Faculty/Staff

1. John Bond
2. Nancy Pastore
3. David Gallahue
4. Mary Rouse
5. Miriam Gelvin
6. William Blanton
7. Mary LaFollette
8. Marian Swayze

Students

Male - 0
Female - 22
Total - 22

I. Process-Product Evaluation Summary

Process Evaluation for this project utilized reports, lesson plans, comments from teachers in the schools, comments from student teachers, conferences, attitude scales, questionnaires, rating scales, and interviews. On the basis of these various evaluation activities, changes occurred in the scheduling of classes, instructor assistance, technical assistance (AV equipment, library usage, writing), preparation of supervising teachers, course offerings, course size, field site locations, team cooperation among faculty, and admission procedures. Many of these changes occured during the past year and many will take place during the upcoming academic year.

Competency assessment utilized weekly logs, student self-evaluation, evaluation of each student by three professionals, course evaluations, and lesson plans. The correlation between how students and the supervising teacher, project director, and evaluator judged the attainment of competencies was very high.

The overall process and product evaluation seemed to look at and evaluate most of the points of both the original evaluation design as well as the competencies. All formal evaluation instruments were included along with results.

Overall, this final evaluation report was very well done and included all the evaluation instruments plus the results of those instruments. One other interesting thing that this program is doing is keeping entry level data on students so that future comparisons can be made and follow-up studies can be conducted.

II. Dissemination Activities

There were no dissemination activities listed or contained in the final evaluation report turned in by Early Childhood.

III. Strengths and Weaknesses

The following were listed as strengths of the Early Childhood Program:

1. Practicum experiences during the course of the past school year in local nurseries, schools, and kindergartens
2. Good working relationships were developed between the students in the program and both I.U. staff and local school personnel
3. Students found a great deal of relationship between theory learned in the classroom and field experiences.

The following were cited as problems and/or weaknesses of the program:

1. Placement of students in MCCSC schools was difficult because of other programs working within these schools and because the student teachers in this program do their student teaching on a part-time basis rather than full-time.
2. Students in the program next year will have to travel 25 miles to a school in Brown County to do their student teaching.
3. None of the supervising teachers for next year have worked with student teachers before.
4. No help was received from O.P.E. for supervising 24 students during their two semesters of practicum experiences.
5. The Creative and Performing Arts course was too theory-oriented and did not give the early Childhood students enough practical orientation.
6. Scheduling of courses due to time overlaps presented difficulties.
7. Language Arts courses presented some problems which will be worked out this coming academic year.

IV. Project Future

Plans for next year include continuation of the second year phase for students already in the program for one year. Also, a new group of 24 students will be admitted into the program. The director states that they have twice as many applicants as students they can admit into the program. She feels that they should be allowed to capitalize on this interest, especially since they are getting a new full-time faculty member this fall. She further states that by not being allowed to expand the program, it has caused bitterness and disillusionment on the part of students seeking admission to the program.

ENCORE
Final Evaluation Summary
Co-Directors: Milton Marten and Maxine Dunfee
May, 1973

Faculty/Staff

1. Thomas Bogut
2. Vernon Droessler
3. Maxine Dunfee
4. Donald Hazekamp
5. Charles Lippincott
6. Milton Marten
7. Judith Raybern

Students

Male - 5
Female - 41
Total - 46

I. Process-Product Summary

The evaluation design consisted of five main decisions relating to project goals, entrance requirements, training experiences, utilization of personnel, and portions of programs to be evaluated. There were ten competencies dealing with the students' ability to observe, organize, and evaluate students and materials and to exhibit poise in the classroom.

Assessment of both competencies and processes was carried out by questionnaires, observations, meetings (with representative groups of students), instructor ratings, video taping, surveys, student rankings, and attitude surveys.

The results of these instruments showed that some students felt that they did not have enough time to carry out all the tasks and there was also some confusion regarding the philosophy of the program. This led to shortening the time of certain competency acquisition or elimination of the task if the student had acquired it previously. There have also' been some long-range decisions made to more fully explain to incoming ENCORE students the philosophy of the program and to extend the program to three semesters so that certain competencies will get more attention.

Copies of instruments and results were also furnished in this report.

The overall content of this report provides a very detailed and carefully done final evaluation. The inclusion of instruments plus the results which included some statistical analysis provided good insights into the nature and extent of evaluation activities conducted by this project. This type of detailed and explicit report can certainly be utilized as a model for future final evaluation reports.

II. Dissemination Activities

There was a list of five dissemination activities including newspaper articles, project descriptions sent to prospective freshmen, a slide presentation, and a paper being written for publication.

III. Strengths and Weaknesses

The strengths of the program have been "its integration of ideas and learning experiences." A list of courses and activities for an extended three semester program was included.

The main weakness seems to be the fact that students entering the program do not have a commonality of backgrounds and experiences. However, with the integration of ideas and learning gained in the program, the student is usually better prepared when the time comes to do his or her student teaching.

IV. Project Future

The ENCORE Project is being extended to become a complete three-semester program of approximately fifty hours. The ENCORE Extended Program will be one of the first to provide a total integrated program for the preparation of elementary teachers.

Field Experiments in Teacher
Education for Secondary Social Studies
Final Evaluation Summary
Directors: James Anderson, Meryl Englander,
and Shirley Engle
May, 1973

Faculty/Staff

1. James Anderson
2. Meryl Englander
3. Shirley Engle
4. Joseph McGeehan

Students

None at the present time as the program was not operational

I. Process-Product Evaluation Summary

At the present time, there are nine hypotheses which serve as the competencies and objectives for this project. They indicated that objectives will become more clearly defined as time goes on and the project is formalized. A number of different evaluation procedures are listed to evaluate these proposed objectives which include video-tapings, Osgood's Semantic Differential Scale, inspection of lesson plans, and other observation instruments. These will help to evaluate observation skills, teaching skills, and attitudes.

II. Dissemination Activities

The dissemination activities included meeting with students at the Black Cultural Center, meeting with other people in this field at AERA and the Midwest Association of Teachers of Educational Psychology, and a telephone interview with 100 students who are majoring in Social Studies.

III. Strengths and Weaknesses

Since this project wasn't in operation this year, it could not determine what its strengths or weaknesses were. The two problems that they have had this year, however, are the recruitment of students and "the passivity and hostility of teachers toward the University."

IV. Project Future

The program will begin in the coming school year and will function at the Washington and Howe High Schools in Indianapolis with 20 teachers and some 12-20 students.

Field Implementation Center
Final Evaluation Summary
Director: James Mahan
May, 1973

Faculty/Staff

1. Thomas Glass
2. Carol Hill
3. Edwin Howell
4. James Mahan
5. James Clark
6. John Brown
7. Beverly Huntsman

Students

None as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for F.I.C. consisted of two main objectives. These were: (1) to establish and test new organizations and the field sites and (2) particularly establish new field sites to serve the least well-served populations. Under these two objectives were listed implementing activities, questions to be answered, products, and expected program modifications.

The process evaluation utilized conferences, meetings, questionnaires, telephone interviews, and needs assessment techniques. As a result of these evaluation activities, a number of decisions were made. These included: the reduction of the number of staff members in F.I.C. assistance roles; changes in 1972-73 projects including the expansion of Latino, the institutionalization of Professional Year, the discontinuation of Shawnee Undergraduate, and the modification of Urban Semester; the establishment of criteria for supervising teachers; the formation of "Field Associates"; and continuation in F.I.C.'s present function and coordinating activities between projects and programs and any MCCSC school.

This final evaluation listed a number of products that came out of F.I.C. during the past year. They included such things as successful student teaching experiences for students in various projects and programs, the establishment of good field sites and working relationships with these sites, the organization of sites in settings to accomodate least well-served populations, and various other coordination activities for a number of the projects and programs.

Overall this report was very well done and included all the information requested. Furthermore, the extensive list of products provided much valuable information concerning this Center's accomplishments during the past year.

II. Dissemination Activities

There were four paper presentations made by the director of F.I.C. during the course of the year. These presentations were made at ASCD, AERA, and the French Lick Conference.

III. Strengths and Weaknesses

The following were listed as strengths of the F.I.C.:

1. F.I.C. personnel taught in several programs this year
2. It served a large number of students more effectively than did any other program
3. It recruited students
4. It delivered requested services
5. It developed new types of student teaching activities by utilization of diverse personnel, out-of-state placements,
6. minority settings, teaching clinics, etc.
6. It offered flexibility for student teachers

The following were F.I.C.'s primary weaknesses:

1. The director could not select his own staff, which increased his duties and responsibilities
2. Faculty interested in field-based programs and projects did not come to F.I.C. for help in planning, but brought in their problems after the fact

IV. Project Future

The functions of the Field Implementation Center will be integrated with all field-related services into a single unit. New types of personnel - e.g., local teachers and community personnel - are being recruited to serve in this area.

Instructional Services Center
Final Evaluation Summary
Director: Amos Patterson
May, 1973

Faculty/Staff

1. Dan Archer
2. Henry Burnett
3. Elizabeth Elam
4. John Fedderson
5. Eva Kiewitt
6. Richard Mann
7. Elaine Stein
8. Clyde Sypert
9. Amos Patterson

Students

Does not apply as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for this Center consists of a flow model that has two main components: cost effectiveness and a marketing approach. These two overlapping components have allowed for a close monitoring of the system. As a result, decisions regarding changing of hours, adding casual personnel, and budget projections could be made.

II. Dissemination Activities

Dissemination activities included distribution of information booklets to F100 classes, speaking and demonstrating things in educational settings, open house, and the extension of Probe as a statewide system.

III. Strengths and Weaknesses

The main weaknesses this year were in the area of "service" and "development" because of lack of communication with DTE programs and projects. It is felt that through a more aggressive system of dissemination and the utilization of a marketing approach that this Center can overcome this weakness during the coming school year.

There is also going to be an attempt to develop new products in a more systematic fashion to provide services for both the DTE and School of Education.

Due to the many facets contained under the I.S.C., it seems that the active dissemination of services will allow for more people to be aware of all the activities conducted by the I.S.C. Also, the flow evaluation model will allow for the needed flexibility in evaluating the various areas of operations conducted by this Center.

IV. Project Future

During the 1973-74 academic year the I.S.C. is planning to meet the instructional development needs of not only the new programs and projects of the DTE, but, in addition, other programs in the School of Education. The expansion will occur in part by combining with the Center for Invention and Development.

Journalism Program
Final Evaluation Summary
Director: Edward B. Jenkinson
May, 1973

Faculty/Staff

1. Edward Jenkinson
2. Gretchen Kemp
3. Linda Gregory

Students

Male - 5
Female - 8
Total - 13

I. Process-Product Evaluation Summary

A needs assessment served as the evaluation design model for this program. There was also an extensive list of student competencies which range from developing and evaluating skills to acquiring and analyzing professional attitudes, strengths, and weaknesses, and attitudes about this field.

Evaluation activities included the use of questionnaires, self-evaluation, supervision visits, and a 1 1/2 hour tape recorded interview with each student in the program. As a result of these evaluation efforts, it was suggested that there were a number of changes that should be made in the courses for next year. It appeared that these students wanted to deal more with "real" issues in these content and methods courses, so that they could be better prepared for student teaching.

The pre- and post-student teacher self-evaluation questionnaire showed that all students felt "above average" to "highly confident" about their preparation for teaching.

Copies as well as results of instruments used for evaluation were included in this final report.

The evaluation was well done and contained all the necessary information that was requested. One of the interesting evaluation efforts was the 1 1/2 hour taped interview with each student in the project.

II. Dissemination Activities

There were two discussions and presentations listed as well as informal contacts with journalism advisers at regional IHSPA meetings.

III. Strengths and Weaknesses

The strengths of the program seem to be the close cooperation and contact between students and faculty and the placement of student teachers in settings where they can gain a great deal of experience. The weakness seems to be the lack of time for methods and supervision instruction. These problems will have to remain for next year because of scheduling problems that do not allow for returning one or both courses to a full semester.

IV. Project Future

This project is scheduled to continue in its present form for the coming 1973-74 academic year.

Latino
Final Evaluation Summary
Director: James Mahan
May, 1973

Faculty/Staff

1. James Mahan
2. Beverly Huntsman

Students

Male - 1
Female - 3
Total - 4

I. Process-Product Evaluation Summary

The evaluation design for Latino consisted of assessing three main objectives: placement of students in a Latino setting, enhancement in teaching ability of elementary and secondary students in a Latino setting, and an increase in understanding and appreciation of Latino culture and aspirations. Under each of these objectives were implementing activities, questions to be answered, products, and program modifications. Also listed were a number of student competencies, related to teaching in a Latino environment and to understanding the Latino student in terms of his culture and environment.

Resulting decisions that have been made as a result of questionnaires, phone conversations, open-ended letters, and supervising teachers' evaluations of student teachers have been: to continue to use certain questionnaires, to hire local personnel in the area as supervisors, to place students in various Latino settings in Gary, Indiana, and in Arizona, to encourage participation by community agencies, to make at least one visit a semester to the project sites, and to encourage students to take course offerings in the Spanish Department.

The results of the assessments of competencies indicated that student teachers had become involved with community agencies, made friends in the Latino community, and demonstrated selected teaching skills in the classroom. The areas where more work is needed seemed to be in the area of Latino language and culture, and the utilization of this knowledge in different settings.

Copies of instruments and results of these instruments were provided in the report.

This was a very well detailed and documented final report. The student competencies and especially the assessment of these competencies

was a very strong feature of the project evaluation efforts. Also, the various instruments used for process evaluation efforts were effective in getting at much useful information. This report could serve as a model for future final reports.

II. Dissemination Activities

Four presentations were made throughout the year to various groups and individuals concerning this project and its activities.

III. Strengths and Weaknesses

The major strengths of this project were the following:

1. Students were intensely interested.
2. Project goals were met.
3. Project was economical.
4. Good support from public school personnel.
5. Much community involvement.
6. Secondary education majors became aware of elementary organization and instruction.
7. One least well-served population - Latinos - is reached.
8. The project promoted bi-lingualism and cultural pluralism.

The main weakness was in lack of time and travel monies in order to visit locations and get qualified Latino supervisory personnel.

IV. Project Future

The Latino Project will be expanded in 1973-74 to include more students, field sites, support and cooperation from the Spanish Department, and a graduate assistant. Current projected enrollment in this program for next year is 25-30 students.

Multicultural
Final Evaluation Summary
Director: Martha Dawson
May, 1973

Faculty/Staff

1. Nicholas Anastasiow
2. Gerald Bracey
3. Leo Fay
4. Henry Gardner
5. Bev Grevious
6. Loretta Armer
7. J. Brooks Dendy
8. Alexander Fluellen
9. James Holland
10. Donald Kerr
11. Frank Lester
12. Jessie Lovano-Kerr
13. Elizabeth Lynn
14. Robert Mays
15. San Juanita Reyes
16. Trudy Shiel
17. Frank Whiting
18. Al Yates

Students

Male - 9
Female - 70
Total - 79

1. Process-Product Evaluation Summary

The evaluation instruments utilized for process evaluation included the following: open-ended questionnaires, interviews with students, conferences with Student Advisory Board, faculty conferences/meetings, encouragement of faculty to use I.U. Course Evaluation Form, and questionnaires designed to evaluate field experience. Some of the instruments used for process evaluation were included with the final report. There were no specific changes listed as a result of process evaluation in this section, but there were anticipated course changes and operational changes noted under the program future section. These changes include assignment of students before the first class meeting, division of time between urban and rural settings, teachers monitor the field activities of their respective students, and added emphasis in one course on the Family Reading Project with the field experience being limited to Bloomington. Also, there will be a continuation of individual conferences with students and carefully planned community and school experiences.

Competency assessment utilized an open-ended queetionnaire which elicited students' insights gained from their experiences in various field and community settings. A sample of these comments was contained in the report.

Overall the final evaluation report contained most of the requested information, but as mentioned above, did not contain its relative strengths and weaknesses. Some of the evaluation instruments seemed to be useful for obtaining information.

II. Dissemination Activities

There were two bulletins put out by the Multicultural Program describing what the program does. These bulletins were contained in a Multicultural proposal.

III. Strengths and Weaknesses

There were no specific strengths or weaknesses of the program mentioned

IV. Project Future

The Multicultural program will remain much the same for the upcoming academic year with only minor changes to be made. By this coming December, the first group of students or Wave I will have completed all of the program components.

The Multicultural program will be continued next year. Program development is needed to prepare secondary school teachers for assignment in Multicultural situations.

Office of Professional Experience
Final Evaluation Summary
Director: Duaine Lang
May, 1973

Faculty/Staff

1. David Adams
2. Gary Anderson
3. William Bassett
4. Rose Blackman
5. John Brogneaux
6. Carolyn Epperly
7. Emily Felstritzer
8. Bonnie Fisher
9. Linda Hinton
10. Herbert Johnson
11. John Jordan
12. Jessie Lacey
13. Duaine Lang
14. David Lash
15. Harry Mamlin
16. Delena Mathews
17. Robert Mortenson
18. Ralph Romans
19. Marie Roos
20. Peter Seidman
21. Charles Woodruff
22. Carol Young

Students

Considered a Center so the number of students going through this office is not included. It was approximately 1,500 to 2,000.

I. Process-Product Evaluation Summary

The evaluation design for OPE consisted of five decisions which deal with objectives, activities of student teaching, supervisory competencies, and relevant student teaching experiences.

A mid-term analysis of supervising teachers' and student teachers' ratings of supervisory visits was conducted and as a result of the information collected no changes were made in the present procedure relevant to this area. A pilot questionnaire regarding supervising teachers' perceptions of the student teaching experience was also conducted. As a result of this, decisions were made to look more closely into the roles of supervising teachers and also to look at OPE orientation materials to see if any changes are needed.

The greatest part of the evaluation was done after the student teaching experience was completed. At this time, all the student teachers were required to complete a battery of questionnaires regarding their perceptions of their college supervisors, the classroom teachers, and the entire student teaching experience. Comments and feelings were informally elicited from a random group of students. This data is still being analyzed.

Also, a Supervisory Visit Report Form was introduced in the Spring semester, to be completed by the college supervisor. The results of this are still being analyzed. Training the the use of this form and constructive revisions of it are being examined.

II. Dissemination Activities

The Center's director, Duaine Lang, was initiated as chairman for the ACTE 1973-74 and spoke at their convention. No other activities were listed in this report.

III. Strengths and Weaknesses

The following were listed as major accomplishments of this year's OPE projects:

1. Initiation of a supervisory training program for the A.I.'s who supervise.
2. Development and use of a Supervisory Visit Report Form.
3. Piloting of a Supervisory Teacher and College Supervisory Reactionnaire to be used by student teachers.
4. Better relations developed with other programs and projects during the course of the year.

NOTE: The results of Items 2 and 3 are not yet available as they will be analyzed this summer.

The main weakness of this program seems to be its lateness in starting to evaluate the program as all the evaluation activities have been initiated during the Spring semester. It appears that they are doing some good things and it will be interesting to see the results of some of the above-mentioned instruments.

IV. Project Future

OPE, FIC, and CEE have been fused into a single entity, "The Field Associates." Team structure, organization, and delineation of responsibilities have been proposed and approved. A single budget has been prepared, presentations made, and preliminary approval given. Further effective fusion is awaiting final budget and staffing decisions and a single space location.

Professional Year
Final Evaluation Summary
Director: James Mahan
May, 1973

Faculty/Staff

1. Mary Arakelian
2. Beverly Armento
3. Anita Ficklin
4. Bruce McFarland
5. Anne Ottensmeyer
6. Edith Richardson
7. Sarah Rogers
8. Robert Rouse
9. Barbara Waters
10. Barbara Beatty
11. Mildred Bern
12. Linda Bevis
13. Ferne Breeden
14. Wendell Brinson
15. Bette Calkins
16. Lou Carmichael
17. Luanna Carmichael
18. Helen D'Amico
19. Susan Dick
20. Judith Douglas
21. Kay Elkina
22. Jean Farber
23. Linda Fox
24. Vicki Gharst
25. John Goen
26. Anna Gross
27. Carol Hanna
28. Sue Holmes
29. Ardith Jones
30. Sharon Keene
31. Jean Kiddie
32. Reava Meredith
33. Susan Mills
34. Alice Oestreich
35. Anabel Poynter
36. Sally Richardson
37. Mary Rone
38. Patricia Rupp
29. Hazel Sanhorn
40. Mary Sells
41. Susan Starrs
42. Alta Strain
43. Carole Sylses
44. Ila Thrasher
45. Jean Voigtschild
46. Opal Wilson
47. Paula Munger
48. Ruth Williams
49. Suzanne Thompson
50. Betty Scudder
51. Marilyn Owens
52. Martha Janssen
53. Donald Duncan
54. Nancy Davis
55. Susan Gray
56. Mary Hutton
57. Barry Reister
58. Harold Stewart
59. William Finley
60. Marie Boyd
61. James Weimer
62. Alice Hierimeyer
63. Michael Cappy
64. Ray Neal
65. Don Beavis
66. Alice Vandersteen
67. James Clark
68. Frank Lester
69. Mona Ballard

Students

Male - 5
Female - 81
Total - 86

I. Process-Product Evaluation Summary

The evaluation design for this project consisted of an evaluation of the six main objectives, multiple ways of implementing each objective, considerations and sources of data, and possible instruments to measure each of the objectives. The project competencies were boiled down statements from the six objectives contained in the evaluation design. Both the objectives and competencies were stated in terms of increasing or strengthening the student teaching program as far as the methods instructors, classroom teachers, associate teachers, and supervisors were concerned. Data was collected in a variety of ways, such as logs, questionnaires, rating sheets, progress feedback forms, reactions, and other methods. Decisions were made on the basis of information collected to revise certain activities, make organizational changes, and plan for next year. Copies of available instruments were included along with results that had been tabulated.

II. Dissemination Activities

These consisted of a program information session, papers related to DTE given at AERA, and a presentation on Action Lab given at ASCD meeting.

III. Strengths and Weaknesses

The major weaknesses reported in the report were the replacement of a Language Arts instructor and the inexperience of some staff members in the field of elementary education. They also stated that because of what they have learned this year that next year will be relatively "weakness free." Minor weaknesses or shortcomings were worked out during the course of the year, and it was evidently on the basis of process evaluation that was carried on that these necessary changes came about.

The strengths of the program rest on the year-long intensive program in the school with related instructional, supervisory, and community experience. Personnel in the schools, students, and program personnel were all asked to react to questionnaires and other instruments during the course of the year to determine the relative strength of the program. If and when certain weaknesses appeared, changes in the organization of seminars, instruction, job descriptions, counseling, internal organization changes, and various other modifications were made to correct and strengthen the program.

IV. Project Future

The program will be continued for the coming year.

RELATE
Final Evaluation Summary
Co-Directors: Jerome Harste and Anabel Newman
May, 1973

Faculty/Staff

1. Gilbert Bushey
2. Howard Detamore
3. Marshall Fallwell
4. Sally Gorman
5. Jerome Harste
6. Laura Hoffman
7. Beverly Huntsman
8. Anabel Newman
9. Dan Parrott
10. Richard Stowe
11. Judy Weintraub

Students

Male - 5
Female - 20
Total - 25

I. Process-Product Evaluation Summary

The evaluation design submitted by this project had as its main comcern the attainment of a number of competencies by students.

The process evaluation conducted by RELATE produced two major changes. The first change was to have more field operations and curtail formal class setting. The second change was getting cooperating teachers interested in the theoretical aspects of the project. This was done by holding in-service meetings and allowing them to indulge themselves in discussions about "practical" aspects which got them interested in the program so that they could accept the theoretical positions of the project.

Competencies were assessed on the basis of student submitted data and of on-site observations by faculty and cooperating teachers. Results of the assessment of competencies were included along with an instrument that students were asked to fill out.

II. Dissemination Activities

There were a total of five demonstrations carried out by the RELATE Team and three papers given. Two papers were given at the IRA and one at ACTE which all dealt with the project.

III. Strengths and Weaknesses

Strengths and accomplishments of the RELATE Project are as follows:

1. Instructional effectiveness by student teachers as witnessed by elementary pupil performance.
2. Students in RELATE mastered the proposed competencies, as demonstrated by the ability to plan, implement, evaluate, and revise instruction.

The two major weaknesses seemed to be in giving the students in the program too much material to digest initially which caused "cognitive dissonance." Secondly, many of the RELATE students in field settings continued to act more like students than teachers.

IV. Project Future

By June 30, the formal development of RELATE will be completed. The program will continue to be operationalized in conjunction with the teaching of E339, E340, and E341 at Bloomington, Kokomo, Southeast, Indianapolis, and perhaps Northwest. RELATE components may also be used in conjunction with other programs in DTE.

Shawnee Graduate
Final Evaluation Summary
Director: John Brown
May, 1973

Faculty/Staff

1. John Brown
2. Scott Maricle
3. William Murphey
4. Patricia Smith
5. Bill Pilder
6. Joseph Orr
7. Alfred Russell Brooks
8. Beverly Huntsman
9. John Shiting
10. John Bugbee
11. Mike Hebert

Students

Male - 19
Female - 48
Total - 67

Additional data sheets listing more students have been submitted to a note on the student data sheet.

I. Process-Product Evaluation Summary

Two summaries of evaluation activities were turned in by this Project in the final report.

One report was done by Egon Guba and reflects his observations of what was and was not done in the Shawnee Graduate Program.

William Murphy also contributed a summary as to what he felt were process evaluation activities conducted by this Project. He stated that weekly staff meetings, Dean Guba's evaluation efforts, and follow-up activities handled by two faculty members produced some changes. However, the only changes that were specifically mentioned dealt with some of the new training ideas introduced, such as videotape training; open school concept development; and interaction analysis. There were no specific instruments mentioned as far as process evaluation was concerned, but only these informal techniques as noted above.

Finally, William Murphy states that evaluation of the Shawnee Graduate Program did not receive a high priority for the following reasons:

1. Evaluation by "objective outsiders" did not accommodate the Freire Method that has the participants carrying out their own evaluation;
2. "Evaluation purposes of program planning were never implemented since much of the planning for the Shawnee Project was completed before the Division of Teacher Education was established;"
3. "Evaluation by Me (Murphy) was pre-empted by a dean of the School of Education who had a 'trouble shooting' task and it appeared to me that evaluation for both planning and recycling purposes was completed by him."

There does not seem to have been any formalized competency assessment undertaken by this project.

Part of their evaluation problem stems from the initial evaluation design turned in by this Project. The Evaluation Team tried unsuccessfully on numerous occasions to work with the evaluator to strengthen the design.

II. Dissemination Activities

None were listed by this project.

III. Strengths and Weaknesses

The following was listed as the strength of the Shawnee Graduate Program: There were issues that the program raised during the course of the year which might be called "competencies," but their assessment would have to take place at the end of the program.

The following were listed as weaknesses of the Shawnee Graduate Program:

1. Too many students and too few faculty and staff.
2. Administration problems relating to registering students and getting course approval.
3. Personality conflicts between staff and participants.
4. No one was committed to or understood the concept of "pedagogy of the oppressed."
5. Problems with making this a teacher-community oriented program when students had to meet the old teacher-school requirements.

Guba's report states lessons to be learned from his observations of this project, and includes:

1. Be sure that fifth year students have the necessary training and ability to act as supervisors.
2. Fiscal interests and commitments should be made clear to all parties concerned prior to going into arrangements such as this one in Louisville.
3. More knowledge is needed in the area of "learning community methodologies" so that when a problem arises in this area, it can be identified and remedied.
4. Communication problems caused many difficulties so that some guidelines for conducting a program such as this should be established in advance.
5. Problems with making this a teacher-community oriented program when students had to meet the old teacher-school requirements.

IV. Project Future

The project will not be continued during the coming year.

Shawnee Undergraduate
Final Evaluation Summary
Director: James Clark
May, 1973

Faculty/Staff

1. James Clark
2. Thomas Glass
3. Mildred Anglin
4. Walter Ballinger
5. Virginia Barnett
6. Carole Boyd
7. Jeffrey Brill
8. Janis Brown
9. Bobbye Cabel
10. Wilma Clayborn
11. Kathy Converse
12. Daisy Dale
13. Shirley Eaves
14. Ann Elmore
15. Janet Finger
16. Rita Greer
17. Sara Haile
18. Olivia Hanley
19. Jimmy Harris
20. Anne Hennessy
21. Estelle Holloway
22. Mary Hummel
23. Elaine Kasian
24. Chic Langhens
25. Eva Levett
26. Jean Lorimer
27. Elizabeth McAllister
28. Patricia Nowacki
29. Ronald Powell
30. Ronald Power
31. Donna Rehbeck
32. Karen Shireman
33. Roosevelt Stennis
34. Suzanne Thirlwall
35. Moses Thomas
36. Melvin Turner
37. Ed Howell
38. Sue Gainer
39. Robert Evans
40. Mary Robinson
41. Sandra Harris
42. Ted Martin
43. Marie R. Johnson
44. Joyce Wilding
45. Thomas Baker
46. Patricia Briggs
47. C. Hixenbaugh
48. Betsy Holton
49. Tom Johnson

Students

Male - 24
Female - 22
Total - 46

1. Process-Product Evaluation Summary

The evaluation design and competency listing for this project were concerned with providing students with the tools and knowledge to work and teach in an inner-city setting and to develop the desire to seek employment in the inner-city. Information regarding these areas was obtained through questionnaires, reactions, course evaluations, and surveys. As a result of information collected, revisions in courses, in community assignments, and within the program were made. A number of evaluation instruments had not as yet been looked at so results and resultant decisions from these were not available. Copies of instruments and results that were available were provided.

The overall final evaluation was well done and provided very useful and beneficial information concerning this project.

II. Dissemination Activities

Two presentations were made during the course of the year concerning this project.

III. Strengths and Weaknesses

The weaknesses of the program were as follows:

1. Poor communication between I.U. and Louisville staff.
2. Undergraduate program suffered at the hands of graduate level program.
3. Some local administration did not have as a primary concern the helping of student teachers.

The strengths of the program were as follows:

1. It provided a realistic experience for students in program.
2. Students had to become aware of frustrations and challenges in this type of setting.
3. Most students gained the necessary skills for this type of setting.
4. Student teachers were accepted during May without payment to supervising teachers.

IV. Project Future

The decision has been made not to continue this program. The director expressed concern about the termination as he felt that the setting was one that offered students a program that could not be duplicated in another setting.

Urban Semester
Final Evaluation Summary
Director: John Brown
May, 1973

Faculty/Staff*

1. Dave Turnbull
2. Dean Acheson
3. Ed Howell
4. Mary Ochs
5. Lee Small
6. Mark Kretzman
7. John Loughlin
8. Beverly Huntsman
9. Tom Glass
10. John Brown

*Note. All of the above listed people (with the exception of John Brown) will be out of the program next year.

Students*

Male - 5
Female - 19
Total - 24

*Note: There is not a listing of students for the first semester of this program's operation.

I. Process-Product Evaluation Summary

The main evaluation efforts of the Urban Semester Program were comments and reactions made by students and staff at retreats and other settings; questionnaires; and appraisals of student performances made by school personnel as well as personnel where students were placed in job settings in the community. The feedback from these evaluation endeavors indicated that the students learned a great deal about an urban setting and gained valuable experience while living, working, and interacting in their core courses. The main problem expressed by students and staff was in the "plunge," where students had to live in an urban setting on fifty cents a day and take care of all their needs; the length of the orientation period; and busy-work job placements. The program evaluation made comments as to how some of these activities would be changed or modified next year.

The open-ended responses by all concerned with this project seemed to provide much valuable information about what some of the problems were and there were a number of suggestions as to how these problems could be handled. Copies of some of the feedback by those involved with the program were made available in this report. There was one questionnaire that was discussed at a final retreat that was included; however, the results of this instrument were not included. The evaluation information in this final report was all from the second semester of the project. In looking back at the Evaluation Team's file on this project, there were two

instruments utilized first semester. There were some questionnaires given out during the first semester which have been put into this final evaluation report. The one questionnaire was to determine students' attitudes upon entering the program which provided some good information.

The overall final evaluation report required synthesis and amalgamation, as most of the information supplied was contained in lengthy reports. Also, as mentioned previously, information regarding the first semester's activities came out of the Evaluation Team's folder on Urban Semester. It is recognized however, that the change in directors did cause many of these problems.

II. Dissemination Activities

These included press releases which appeared in several newspapers and also Urban College weekends where people could visit for a weekend and witness first hand what the program was doing.

III. Strengths and Weaknesses

The following were listed as strengths of the Urban Semester Program:

1. Students are exposed to the "real world."
2. Students are exposed to a variety of different components in the urban setting and they can see how these components interact with one another.
3. Students become more aware of what problems confront residents in an urban setting and can develop a more sensitive attitude about such.
4. A communication link between community and the University is provided.
5. There were no dropouts among students enrolling in the program.

The following were listed as weaknesses of the program:

1. Change of directors in the middle of the year created a problem as far as leadership was concerned.
2. The job placement of students was not carefully planned so that students were moving around more than was necessary.
3. Students and staff had different ideas of what the program's purposes were.
4. The linkage between Indianapolis Public Schools and the Urban Semester Program was almost non-existent.
5. Students coming from Schools outside the School of Education have to be made more aware of what is expected of them.
6. Supervision in the areas of experimental and academic parts of the program needs to be strengthened.

IV. Project Future

The program will continue next year. There are some problems, however, that will need to be ironed out. It also appears that more students from Arts and Sciences will be coming into the Program.

The Urban Semester Program is to be combined with the Shawnee Undergraduate Program as the single inner-city student teaching program. Several changes are being made. The contract with Flanner House will not be continued. Rather, a community agent will be hired whose sole responsibility will be working with this program. More specific requirements are being outlined for departments to enroll students in the program to counter the tendency to ignore students once assigned to field sites.

Laboratory-Based Social Studies
Final Evaluation Summary
Director: Lee Ehman
May, 1973

Faculty/Staff

1. Terry Anderson
2. Mark Cohan
3. Lee Ehman
4. David Gliessman
5. Joy Kleucker
6. Kathy Scheid
7. Phillip Smith
8. Jim Vincent

Students

Male - 12
Female - 5
Total - 17

I. Process-Product Evaluation Summary

The Laboratory Based Social Studies Program used three types of process evaluation instruments. These were: open class discussions, paper and pencil instruments, and personal contact with students. As a function of the information so collected, the following decisions were made:

1. Changes in class meeting times.
2. Changes in class topics.
3. A reallocation of time so that eventually one half the semester will be spent student teaching.
4. The addition of a professor to teach geography.
5. The institution of a more "person-oriented" approach.

A copy of the semester-end evaluation questionnaire was attached along with responses from that instrument.

Competency assessment was undertaken for two competencies in the program: one involved preparing a lesson and presenting it in a laboratory setting; the other involved evaluation in a videotaped teaching-learning situation. Criteria to evaluate both were established in advanced. Only one student was unable to perform satisfactorily by these standards. Based on the results of summative evaluations, it was noted that all students had made at least adequate progress in the area of interpretive competencies. A copy of the first competency assessment instrument was attached.

The final evaluation report provided very clear and concise data pertaining to the Laboratory-Based Social Studies Program's operations during their pilot semester of operation. An evaluation design or needs assessment would have been a helpful addition to this packet for a newly started program such as this one.

II. Dissemination Activities

One journal article entitled "A Competency-Based Social Studies Teacher Education Program" appeared in The Indiana Social Studies Quarterly. There were five informal contacts that occured during the course of the year that were listed under dissemination activities.

III. Strengths and Weaknesses

The following were listed as strengths of the program:

1. Individual attention accorded students.
2. Emphasis on immediate application of ideas to teaching practice.
3. Program continuity and articulation
4. Team teaching and planning.
5. "...Thinking through and modifying basic teaching education has been rewarding professionally."
6. Mutual trust and respect on part of both students and staff.

The following were listed as weaknesses of the program:

1. Making arrangements and getting cooperation with local teachers and schools because this is a three semester, part-time student teaching program.
2. No thorough needs assessment was carried out in the schools as well as lack of involvement in program conceptualization from inservice teacher parity group.
3. Recruitment of students.
4. "...That the foundational content of program coursework is irrelevant to teacher education."
5. Some organizational and coordination problems occured during the pilot semester.

IV. Project Future

The final evaluation report provided very clear and concise data pertaining to the Laboratory-Based Social Studies Program's operations during their pilot semester of operation. An evaluation design or needs assessment would have been a helpful addition to this packet for a newly started program such as this one.

APR. 5 1973

RELATE

COMPETENCIES AND ENABLERS

STATEMENT

A
Product of the
1972 and 1973 RELATE Development Teams*

*1972 RELATE Development Team full-time membership included Drs. Anabel Newman (Developer) and Richard Stowe (Development Coordinator). Part-time membership included Drs. Roger Farr (Co-Director), James Walden (Co-Director), Jerome Harste (Developer), Adrienne Cox (Developer) and Beverly Huntsman (Linguist).

*1973 RELATE Development Team full-time membership includes Drs. Anabel Newman (Co-Director), Jerome Harste (Co-Director), and Richard Stowe (Development Coordinator). Part-time membership includes Drs. Roger Farr (Reading), Beverly Huntsman (Linguistics), Gilbert Bushey (Public School Principal) and the faculty of the Monroe County Hunter Elementary School.

RELATE COMPETENCIES AND ENABLERS STATEMENT

Introduction

The following pages display the set of professional competencies and other learning outcomes which comprise the objectives for elementary majors enrolled in the Indiana University competency-based teacher education program known as RELATE (Reading and Language Arts Teacher Education).

This list, which superseded earlier documents, represents the current thinking of the developers, but is subject to further revision. It is to be regarded as a working paper. Suggestions for revisions would be warmly welcomed.

The next page contains a schematic representation outlining the various units of the RELATE curriculum and illustrating the manner in which content and process components are interwoven with the units. The diagram is potentially expandable, i.e., new units may be added or new content or process topics may be introduced in future.

Many of these topics are first treated in Unit I (Overview) under the heading "Perspectives for Decision Making."

The remaining pages describe each subsequent unit in some detail. For each unit a list of "competencies" is provided. These are professional behaviors which the teacher-in-training is expected to perform with some sophistication during his study in RELATE and then sharpen during his professional career. The lists of "enablers" are included and illustrate background knowledges, understandings and behaviors which enable the teacher-in-training to achieve mastery of the competencies.

Note: Throughout the RELATE materials, competencies are designated by number (e.g., IVC2, which indicates Unit IV, Competency 2). Enablers are coded in the same way (VIIE1 is the first enabler in Unit VII). In Unit I the subdivisions are termed Perspectives and are designated as IP1, IP2, IP3, and so on.

Correspondence about the Project may be addressed to:
Director
Project RELATE
Division of Teacher Education
School of Education
Indiana University
Bloomington, Indiana 47401

RELATE COMPETENCIES AND ENABLERS STATEMENT--THE RELATE CURRICULUM MODEL

CONTENT AND PROCESS PERSPECTIVES FOR DECISION-MAKING

RELATE INSTRUCTIONAL PROCESS		LANGUAGE	READING	OTHER LANGUAGE ARTS	LEARNING
UNIT XI	Revising				
UNIT X	Evaluating				
UNIT IX	Implementing				
UNIT VIII	Integrating the Learning Environment				
UNIT VII	Planning Use of Resources				
UNIT VI	Planning Organization				
UNIT V	Planning Strategies				
UNIT IV	Planning Learner Assessment				
UNIT III	Setting Objectives				
UNIT II	Diagnosing Learner Characteristics				
UNIT I	Overview				

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT I

Unit Description	Perspectives for Decision Making	
OVERVIEW	CONTENT	PROCESS
Introduction to content areas and the instructional process. Serves to motivate student to inquire into content and process of teaching.	1. Nature of language. Identify examples of given linguistic concepts in the linguistic environment of elementary children. 2. Nature of Reading/ Language Arts. Based on initial reading and discussion, formulate a personal definition of reading and language arts. Identify examples of reading and language arts in the behaviors of elementary children.	3. Nature of Instructional Approaches. Discriminate between instructional and non-instructional activities in the school situation. Observe instructional activities and discriminate between process and content instructional approaches. 4. The Decision-Making Process. Identify the components and types of decisions inherent in the RELATE Instructional Process. 5. The Teacher as an Instructional Decision Maker. Identify competencies whereby the teacher can become an instructional decision maker. State, in original terms, the place of decision-making in the teacher's instructional role.

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT II

Unit Description	Competencies	Enablers
DIAGNOSING LEARNER CHARACTERISTICS Identification and organization of those learner characteristics which apply to your evolving definition of reading and language arts.	1. Diagnosing Learners. By examining various sources of data, determine a given learner's status in each category of learner characteristics.	1. Learners and Instructional Decisions. Identify those instructional decisions which require information about learner characteristics. 2. Categories of Learner Characteristics. Identify and organize general categories of learner characteristics. 3. Sources of Learner Data. Identify and collect multiple sources of data, including direct observation of the learner, examination of existing records, and administration of teacher-made tests, for each general category of learner characteristics. 4. Classification of Learner Data. Classify data on given learners into useful categories for decision-making. 5. Interpretation of Learner Data. Use elementary procedures for interpreting learner data.

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT III

Unit Description	Competencies	Enablers
SETTING OBJECTIVES Specification of desirable learning outcomes given your definition of language arts.	1. Instructional Goals. Prepare a set of instructional goals consistent with your definition of language arts. 2. Performance Objectives. Select or create performance objectives for given learners to facilitate the attainment of instructional goals. 3. Task Analysis. Where appropriate, analyze objectives into component tasks. 4. Instructional Sequencing. Sequence the instructional objectives (tasks) in accord with the characteristics of the learner and the subject matter.	

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT IV

Unit Description	Competencies	Enablers
PLANNING LEARNER ASSESSMENT Planning assessment of learner behavior in order to refine objectives, plan strategies, select resources, and organize for instruction.	1. Indicators of Achievement. List pupil behaviors valid for assessing progress toward each instructional goal. 2. Instruments for Data Collection. Select or develop efficient. valid, and reliable means of collecting information on pupil performance.	1. Procedures for Information Collection. Demonstrate familiarity with widely differing means of collecting pupil performance data. 2. Use of Instruments. Demonstrate competence in using a variety of means for collecting information. 3. Planning for Pupil Performance Outcomes. Specify alternative courses of action for probable pupil performance outcomes.

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT V

Unit Description	Competencies	Enablers
PLANNING STRATEGIES Selection and development of strategies for helping pupils achieve the desired instructional objectives.	1. Selection of Instructional Strategies. Select, revise, or develop instructional strategies for given objectives and learner characteristics.	1. Varieties of Instructional Strategies. Describe a wide variety of instructional strategies in reading and the language arts. 2. Criteria for Instructional Strategies. Develop criteria for selecting instructional strategies.

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT VI

Unit Description	Competencies	Enablers
PLANNING ORGANIZATION Selection and development of plans for the use and distribution of available time, space, and individuals within the learning environment in order to achieve the desired objectives.	1. Selecting Organizational Patterns. Select, revise, or develop organization patterns for given objectives.	1. Varieties of Organizational Patterns. List and describe a wide variety of organizational patterns appropriate for use in the language arts. 2. Criteria for Organizational Patterns. Develop criteria for selecting organization patterns.

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT VII

Unit Description	Competencies	Enablers
PLANNING USE OF RESOURCES Exposure to a wide range of instructional resources available for use in achieving instructional objectives.	1. Selection of Potential Resources. Select, revise, or develop resources for given objectives.	1. Varieties of Potential Resources. List and describe a wide variety of resources in reading and the language arts. 2. Criteria for Selecting Resources. Develop criteria for selecting resources.

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT VIII

Unit Description	Competencies	Enablers
INTEGRATING THE LEARNING ENVIRONMENT Exposure to techniques and procedures for integrating strategies, organization, and resources to achieve the objectives.	1. Integration of Instruction. Develop an instructional segment integrating all of the instructional elements. 2. Evaluation Plan. Plan for evaluation of the selected instructional elements.	

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT IX

Unit Description	Competencies	Enablers
IMPLEMENTING Experience in putting instruction into operation with learners.	1. Instruction with a Pupil. Develop totally new instructional segment for an elementary pupil (including a plan for learner assessment and management) and place into operation, modifying as needed. 2. Instruction with a Group. Do same for a group of elementary pupils.	1. Plan for Implementation. Discuss in detail the events one would expect in implementing the instructional segment. Modify the plan in light of problems which become apparent. 2. Instruction with a Peer. Put the instructional segment into operation, using a peer or other person as the learner. During the instruction, modify plan as needed.

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT X

Unit Description	Competencies	Enablers
EVALUATING Practice in using variety of evaluation techniques for making decisions regarding changes in the instruction.	1. Data for Evaluation. During implementation, gather data needed for evaluation. 2. Evaluation. Review each instructional decision in view of data collected during implementation.	

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT XI

Unit Description	Competencies	Enablers
REVISING Utilization of all of the above competencies in order to make changes in the instruction as dictated by the evaluation.	1. Instructional Changes On the basis of the evaluation, make adjustments, whenever appropriate, in the instruction and its underlying assumptions. 2. Assessment. Implement and assess the effect of the adjustments.	

CONTINUED ON NEXT PAGE

RELATE COMPETENCIES STATEMENT

Conclusion

In addition to the unit competencies and enablers, each student is expected to develop the following general competencies and attitudes:

General Competencies:

1. Identify and correct inconsistencies between and among each step of the instructional process.

2. Articulate a rationale for the decisions made at any given step of the process.

3. Abandon learned techniques and adopt, adapt, or invent new ones when circumstances warrant.

Affective Goals:

1. Evidence positive affect toward competency-based process approaches to teacher education, RELATE coursework, elementary education, elementary pupils, reading and language arts, and the teaching profession.

2. Voluntarily engage in critical self-evaluation.

3. Accept peer and instructor evaluation constructively.

4. Evidence a voluntary level of inquiry.

5. Evidence a disposition toward flexibility and growth.

PROJECT RELATE:
OPERATIONALIZING A PROCESS APPROACH TO READING/LANGUAGE ARTS TEACHER EDUCATION

by

Anabel P. Newman and Jerome C. Harste
Co-Directors, Project RELATE, Indiana University

A paper presented at the 1973 Annual Convention
of the International Reading Association
VII Teacher Education Symposium
Denver, May 1973

PROJECT RELATE:
OPERATIONALIZING A PROCESS APPROACH TO READING/LANGUAGE ARTS TEACHER EDUCATION

Anabel P. Newman and Jerome C. Harste
Indiana University

Background

Project RELATE might be characterized as "An Effort Beyond Incrementalism"--a phrase which Dean David Clark of the College of Education at Indiana University used in 1971 to describe efforts which he saw as "the only way to move beyond the original blocks which have hampered so many attempts at reform in teacher education." Conceived by an interdisciplinary team and presented as an "April dream" by Dr. Leo Fay in a paper presented to IRA in Atlantic City (Fay, 1971), Project RELATE has been moving forward during the past two years--on campus during 1971-72; and in a field-based setting during this past school year (1972-73).

RELATE was precipitated into its abrupt adulthood by a mandate from the Indiana State Licensing Commission in 1969 requiring six hours of methods instruction in Reading. The mandate stemmed from concern lest classroom teachers not be adequately prepared to teach reading. When the six hour requirement was passed it was a real forward step toward fulfilling IRA standards for

reading teachers. And since the Bloomington campus already had a four hour language requirement, it was decided to package nine hours of instruction in Reading/Language Arts together and thus incorporate both curricular dimensions in one offering.

Although an important and progressive step, the mandate did mean servicing at least 550 students in the Bloomington program alone. Lots more instructors. Lots more money. Projections for the project, therefore, were

- that it be of modular design,
- that it be largely self-instructional,
- that it lean heavily on multi-media support,
- that it be performance based, and
- that it be exportable.

These product goals have, gratifying enough, been fulfilled in RELATE -- with the exception of being largely self-instructional, but the demand of the progression of the units prohibits it from being largely self-instructional -- more of this later.

As to program goals, Dr. Fay itemized these as being

- a six-hour developmental and corrective reading package to be field-tested in the Fall of 1971,
- 11 modules to use in toto or as the users see fit, and
- revision and preparation for a second trial run.

During the second trial run it was projected that

- the program would be expanded to nine hours,
- provision would be made for an integrated Language Arts and Reading Program,

- one-third of the time would be spent in simulated experience and one third in direct experience with children, and
- special interest and need units would be developed.

At the time of these projections, it was envisioned that the entire program would be recycled twice prior to the development of other than prototype materials. Again, it is most encouraging to evaluate progress towards these goals and see that many have been realized even beyond projection. The reality of student presence in the Fall of 1971 was a great incentive to development! However, although most of the goals have been realized, the route has been somewhat different than that projected.

Development and Implementation

Rather than developing a developmental reading package first, and adding other aspects of language arts during the second trial, the RELATE curriculum has been, from the Fall of 1971, a totally integrated curriculum. Because of scheduling demands it was necessary to move directly into offering the nine-hour block rather than enjoying the luxury of a six-hour development phase, and then a three-hour addition during the second trial run. Likewise during the first year of actual implementation (academic year 1971-72) it was not feasible to provide one third of the time in direct experience with children. In 1972-73, however, the projected one third of student time in direct experience

with children was successfully implemented in a field-based setting in Bloomington, and simulated experiences made up another third of the RELATE student's experience. In addition, special interest and need units in language and children's literature have been developed to accompany the program.

Thus, although there have been some deviations in directions taken from those conceptualized, many of the original hopes for RELATE have been realized. The initial conceptualization efforts on the part of cross disciplinary curriculum teams, for example, resulted in a process model (see Figure 1) which has become central to RELATE development in the ensuing years. Although the developers were aware that the number of steps in the RELATE process could easily be altered, the directions in the process were agreed upon, and have remained solidly functional during the two years of implementation.

Another major development thrust made prior to the efforts of the present development team was the filming of 48 hours actual classroom experiences. These tapes have formed the backbone of the simulation experiences which have become such an important part of the RELATE model; a model which moves flexibly from theory to simulation to field experience at each step (unit) of the model.

Development Problems

From the perspective of the faculty developers: RELATE met, during its first two years of trial, problems similar to those

of other large development projects (American Institutes of Research, 1972):

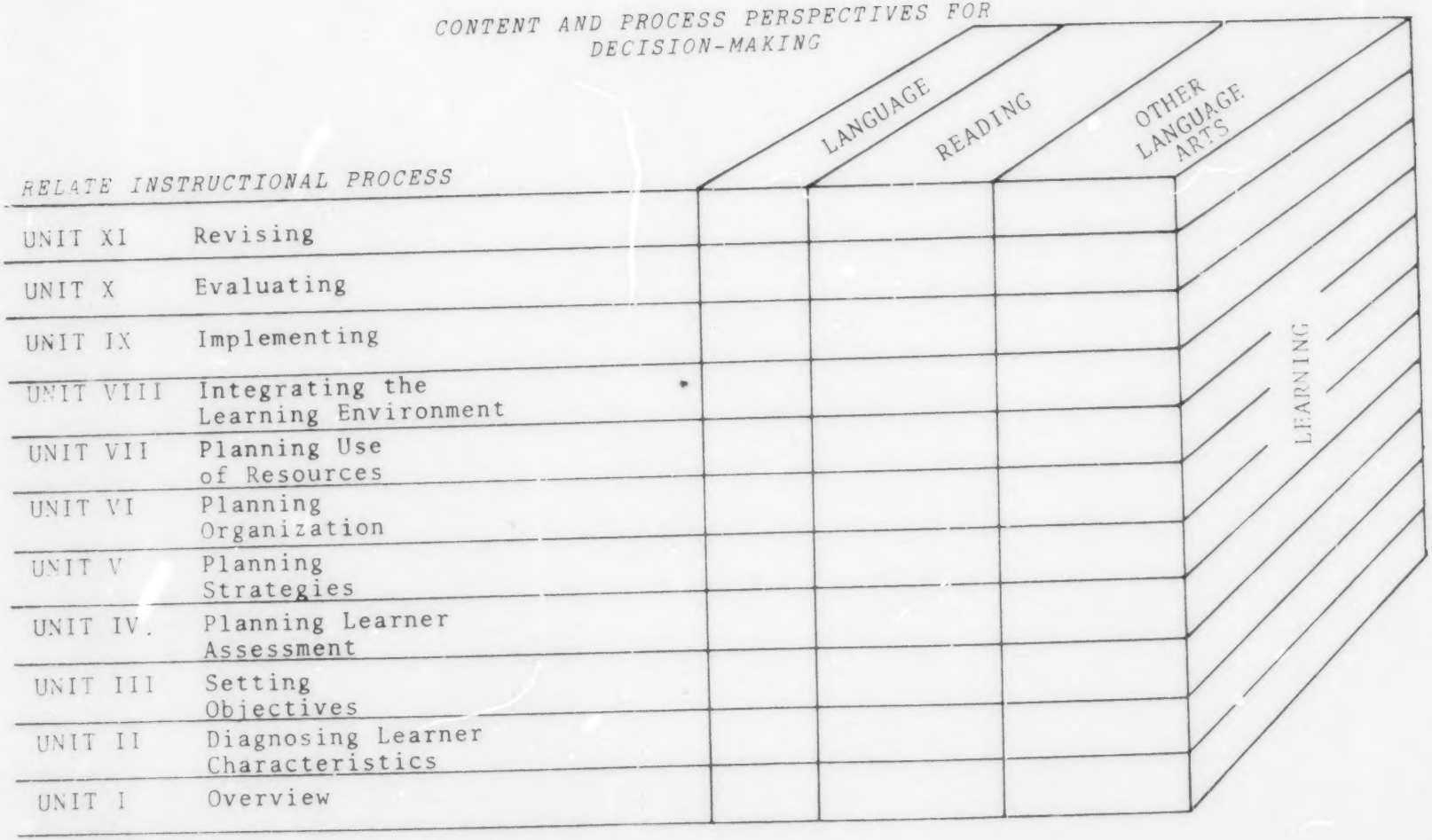
- how to articulate the goals of the program (it took almost six months to agree on the competencies to be included);
- how to synchronize the efforts of faculty from different disciplines;
- how to balance process and content concerns; and
- how to carve out the man hours to handle full teaching loads plus the needed development activities (drawing from the 48 hours of video-tape for use in simulation activities seemed in itself a mammouth undertaking).

From the student's perspectives there were other kinds of problems:

- how to adjust attitudes from non-committed participant in a required course to committed decision maker in a pivotal curriculum area;
- how to accommodate a major emphasis on processes rather than on subject content; and
- how to adjust from traditional textbook-to-examinations kinds of courses to a competency based program in which the student bears major responsibility for progress.

FIGURE 1

RELATE TEACHER EDUCATION MODEL



But even though the route was not without sharp turns and dangerous curves, RELATE survived. And during that first year was born the competencies statement which has given so much strength to the model as it has moved into field operation. Despite many revisions, the Competencies and Enablers Statement, as it has come to be known (RELATE, 1972), has focused the efforts of the development team, and has allowed major emphasis during the past school year (1972-73) to be placed upon evaluation of student competencies. When examining the useful and excellent summary of competency based programs prepared by Elam for AACTE (1971), the RELATE team was struck by how many of the characteristics of competency based programs actually typified Project RELATE. Thus, in addition to being dedicated to the development of teachers trained to think of themselves as decision makers, and decision makers within a carefully conceived process model, the RELATE team realized that it was fast becoming a bona fide performance-based program.

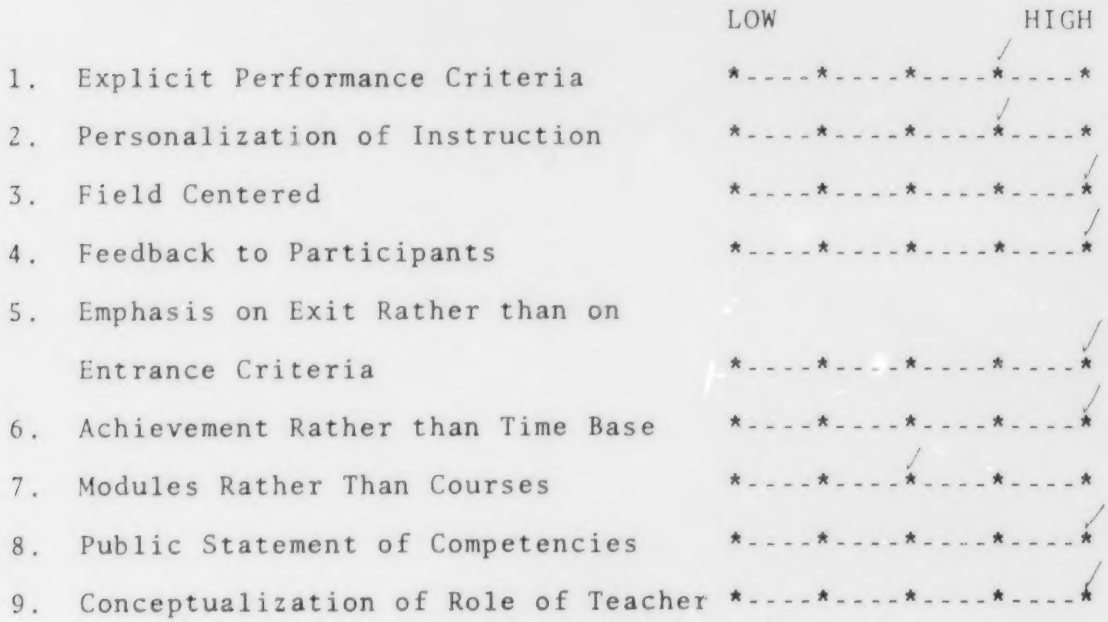
For example, The Manchester Interview (Andrews, 1972, p. 3) delineates nine aspects of competency based teacher education. If RELATE were to be rated as to its successful incorporation of each of these nine aspects, its ratings would probably appear as presented in Figure 2.

FIGURE 2

HYPOTHETICAL RATING OF PROJECT RELATE

ON MANCHESTER INTERVIEW CRITERIA FOR

COMPETENCY BASED TEACHER EDUCATION PROGRAMS


LOW
HIGH
1. Explicit Performance Criteria
2. Personalization of Instruction
3. Field Centered
4. Feedback to Participants
5. Emphasis on Exit Rather than on Entrance Criteria
6. Achievement Rather than Time Base
7. Modules Rather Than Courses
8. Public Statement of Competencies
9. Conceptualization of Role of Teacher

Subsequent references to Project RELATE at professional meetings[1&2] and in personal correspondence[3] have indicated its successful thrust in this direction.

Implementation

Although the cohesiveness of the interdisciplinary development team (Dr. Roger Farr, Dr. Jerome Harste, Dr. Beverly Huntsman, Dr. Anabel Newman, Dr. Richard Stowe, Dr. James Walden) had been established during the year of on-campus implementation, it was the addition of the principal of the local elementary school (Dr. Gilbert Bushey) where RELATE was fieldbased (1972-73) which really provided the missing link for a successful field-based program. Dr. Bushey attended RELATE Staff Meetings, interpreted RELATE to classroom teachers, met with RELATE students

---

[1]Weber, Will (University of Houston), Talk given to the Conference on Designing and Using Training Materials for Teacher Education, Bloomington, Indiana: National Center for the Development of Training Materials in Teacher Education, 1972.

[2]Farr, Roger and Turner, Richard, A Telethon on Competency-Based Teacher Education Emanating from Indiana University. Bloomington, Indiana: Department of Radio and Television, March 13, 1973.

[3]Ekwall, Eldon E. (University of Texas -- El Paso), personal correspondence, 1972.

for on-site class sessions, and generally smoothed RELATE's path as needed. Although other campus demands led to Dr. Walden's leaving the RELATE staff during the academic year 1972-73, the other staff members continued to mix and mesh the viewpoints of their respective disciplines weekly or more often.

The development of the manuals grew directly out of implementation of the RELATE curriculum with junior and senior elementary education majors at Indiana University. Their patience, good spirits, and significant contributions have been immense, and many of their personal efforts are included in the manuals. For many of these students, decision making in such a regularized setting was a new experience. They often remarked that they had to take so much initiative and responsibility for their own learning. "All of my previous courses have been read the book, take the exam, and that's it," remarked one student this spring.[1] "In RELATE I'm almost daily confronted with a new problem to solve." The development of these students as decision makers has been an exciting process to watch. Their frustrations in trying to cope with some of the implications of the RELATE model have been great, but generally their tenacity has been greater. In grappling with and solving problems with learners they have grown stronger in their

---

[1]Credit is due to Fred S. Keller (1968) for implementation ideas drawn from his provocative article, "Goodbye Teacher."

own abilities. RELATE is structured as a spiraling curriculum. As the student visits each new step of the process he also revisits the previous steps. This means, for example, that even though he is introduced to the process of diagnosing learner characteristics in Unit II, by the time he gets to Unit V and is asked to devise strategies appropriate for implementing objectives with certain learners he is asked to take an even more sophisticated stance regarding diagnosis than be assumed in Unit II.

It is this spiraling aspect of the RELATE curriculum, referred to earlier in this paper -- p. 3, which demands the support of a faculty member's judgment with each advancing unit, and detracts from the possibility of RELATE's being largely self-instructional. For example, the student is asked in Unit I to develop a tentative statement or definition of his philosophy of Reading/Language Arts. In Unit II he is faced with the diagnosis of the characteristics of a group of learners; and in Unit III he is asked to establish long range goals and specific performance objectives which are consonant with his definition of Reading/Language Arts and which take into account the nature of the learners whom he has diagnosed. Evaluating whether this task has been successfully achieved demands an ability to weigh the student's definition, analyze the congruity between the objectives, definition, and learner characteristics, and suggest how and where to build in such congruity if it is

missing. By the time the student is presenting his plans for all eleven units there is a tremendous judgmental task facing whomever is evaluating the student's plans -- perhaps this kind of judgment can be delegated to students in some fashion in the future. To date, it has seemed absolutely vital to have an instructor willing to personalize comments to each student's needs.

Practically, the implementation of RELATE in a field-based setting was effected in one school, with ten classroom teachers, and thirty RELATE students. (Logistically, three students is probably too many to have in a room at a time. Most classroom teachers would opt for two in a similar trial in the future.) One of the goals for RELATE was to break away from the traditional situation in which a student teacher spends eight to sixteen weeks with one classroom teacher whether the mix is right or not. The student should have experience in several grade levels, and with a variety of classroom teachers. He should have the opportunity to test his own personality against differing grade and age levels. And he should have the opportunity to make these trials in an intern setting where support is given by both classroom teacher and university personnel. Such positions have guided the field implementation of RELATE. At each stage, ample exposure has been given to the theoretical idea being presented. Students have then tested their assimilation of the idea in a simulated setting, and finally, they have moved into the classroom to make the theory work for themselves.

No strict time limits have been set on the accomplishment of each task. After an initial trial if a student wanted to better his performance he was always offered that option.

Assessment was carried out at least once a week during the Fall semester. All work was carefully read by instructors, and response was as immediate as temporal demands would allow. Students learned early that their work was read, that precision and logic of presentation was important, and that they could better themselves if they had been confused on the first round. During the second semester much more emphasis was placed on fulfilling process demands. Had the learner diagnosis been adequately presented? Were the objectives appropriate to the learners? Had a plan of assessment been included which reliably assessed the mastery of objectives? Emphasis was given to the development of appropriate strategies, organizational procedures, and resources. Finally, the student was asked to demonstrate continually in his classroom involvement the successful integration of the process elements as he implemented his decisions with larger and larger groups of children.

We would not want to suggest that cumulative decision making always flows smoothly, or that it can always be performed with finesse. But as greater rapport developed between classroom teachers and the RELATE staff it became more possible to zero in on the aspects of RELATE student behavior which needed assistance. And at the same time new and positive team teaching efforts were developing in

the classrooms between RELATE students and regular classroom teachers. Once again, side effects were beginning to accrue which were proving extremely beneficial to students and teachers.

The argument has been advanced that all methods courses should be completed prior to student teaching. Most RELATE students from this year's experience have spoken strongly for the position that other methods courses which they are taking concurrently are more meaningful in the light of what they are doing in RELATE. They do not feel handicapped, since usually at least one of the RELATE classmates also assigned to a given classroom has had a given methods course and can assume initiative for goal setting. Rather they suggest that courses they take after this experience will be more relevant to them, and that they will be in a stronger position to integrate what they receive in other methods courses into a cohesive framework.

Although the participating classroom teachers have given unstintingly of their professional wisdom, a big problem RELATE has had to hurdle has been the traditional role of classroom teacher in relation to student teachers. In the first place, the RELATE process, though utilized by many an astute and creative classroom teacher intuitively, has not been presented with all its accouterments heretofore. Sometimes, just the vocabulary of process thinking has put a teacher off. But apart from accommodating the decision

making process itself, some teachers found it difficult to relinquish sole responsibility for the training of the student teacher -- even to the student, let along to a university professor! But as bonds of friendship, trust, and mutual effort were strengthened, the spheres united and many situations which seemed to have no solution in the Fall, derived novel and productive answers in the Spring. Weekly in-service meetings with teachers have been a must! Each week teacher decision making input has increased, and although probably only about half of the teachers feel a total commitment to the program at this time, all have probably contributed more to the development of their students as decision makers this year than in any previous student teaching involvement.

Summary

In conclusion, Project RELATE has worked during the past three years to produce a program in teacher education which can handle the curriculum needs of nine hours of Reading/Language Arts instruction, and, if appropriate to the local situation, fifteen hours of student teaching. It presents teaching as a decision making process and places the needs of the pupil as the primary focus. Students are moved from theory to simulation to actual practice in the model, assume progressively greater responsibility for their decision making, and plan pupil learning experiences carefully

with classroom teachers. The model stresses competency: provides explicit performance criteria; personalizes instruction; provides abundant feedback to participants, emphasizes exit rather than entrance criteria -- an achievement rather than a time base; provides a public statement of competencies; and stresses conceptualization of the role of the teacher as a primary element. It suggests a trend for training teachers as adaptable, logical decision makers, and demands close cooperation with a field-based setting for most ideal implementation.

We welcome your response!

BIBLIOGRAPHY

Andrews, Theodore E. The Manchester Interview: Competency-Based Teacher Education. Washington, D.C.: American Association for Colleges of Education, April, 1972.

American Institutes for Research. "AIR Compiles Scratch Sheet on Winning Programs." Educational Daily. 72:5-6 (September 26, 1972).

Elam, Stanley. Performance-Based Teacher Education: What Is the State of the Art? Washington, D.C.: American Association for Colleges of Teacher Education, 1971.

Fay, Leo. "The Indiana Plan for Reformulating the Education of Reading Teachers." Paper presented at the 1971 Annual Convention of the International Reading Association, Atlantic City, New Jersey, April 1971 (mimeographed).

Harste, Jerome C. and Newman, Anabel P. "Project RELATE: An Identification and Test of Some Propositions Regarding the Preparation of Teachers." Paper presented at the 1973 Annual Convention of the International Reading Association, Denver, May 1973 (mimeographed).

Keller, Fred S. "Goodbye Teacher." Journal of Applied Behavior Analysis, 1:79-89 (Spring, 1968).

Newman, Anabel, and Harste, Jerome C. "A Process Approach to Teacher Education." Viewpoints, 48:51-58 (September, 1972).

RELATE Development Team. Competencies and Enablers Statement. Field Services Department, Audio-Visual Center, Indiana University, Bloomington, Indiana, 1972 (mimeographed).

PROJECT RELATE:
AN IDENTIFICATION AND TEST OF SOME PROPOSITIONS REGARDING THE PREPARATION OF TEACHERS

by

Jerome C. Harste and Anabel P. Newman

Co-Directors, Project RELATE, Indiana University

A paper presented at the 1973 Annual Convention

of the International Reading Association

VII Teacher Education Symposium

Denver, May 1973

PROJECT RELATE: AN IDENTIFICATION AND TEST OF SOME PROPOSITIONS REGARDING THE PREPARATION OF TEACHERS

by

Jerome C. Harste and Anabel P. Newman

Indiana University

"It is the best of times, it is the worst of times..." This statement, a provocative social commentary, sums up the seemingly antithetical positions taken by various groups of educators regarding recent trends in the preparation of teachers. In no area is this ideological contrast so apparent as in the area of competency-based teacher education. Dr. Edward C. Pomeroy, illustrative of one of the many "best-of-time" advocates, speaking at the 1972 AACTE Convention, said:

> Performance-based teacher education, sporadic and scattered as it is, has the potential for restructuring the education of teachers. It bespeaks the emerging future and points the way for teacher education (Pomeroy, 1972).

Meanwhile, the National Council of Teachers of English, illustrative of the "worst-of-time" advocates, refused to behavioralize their discipline, saying in effect that

such an act would be folly, if indeed, not dangerous, given current understanding and trends (Maxwell and Tovatt, 1970).

Despite one's particular allegiance with either the best-of-timers or the worst-of-timers, one thing remains clear: At no point in our brief history has the field of teacher education been so caught up in the throes of childbirth. This heightened level of program development, though far from universal, is exciting. The true significance of this curriculum development effort lies in its potential for clarification of current progress and needs in the field of teacher education. Questions raised relative to teacher education have dealt with three fundamental issues: (1) Is teacher education in a preservice sense necessary? (2) If it is, what attitudes, knowledges, understandings, and skills ought to be taught? and (3) Given these concerns, what form should the instructional program take?

Those charged with the responsibility of developing a program of teacher education must confront these central issues. Depending upon the proclivities, penchants, and philosophical dispositions of developers, these questions will receive varying degrees of attention. Professionally sharing, not only the answers to each of these questions, but also the procedure through which

each of the issues was approached, will, we are confident, lead to heightened understanding and wisdom (in the Lawrence S. Kubie [1959] sense of understanding tempered by humanistic values) in the education and preparation of prospective teachers.

This article will communicate several propositions growing out of the work of the RELATE development team as it confronted these fundamental issues. These propositions are currently being tested and tried in Project RELATE, a competency-based teacher education curriculum in reading and language arts at Indiana University.

Descriptively, Project RELATE is a new year-long program for juniors majoring in elementary education. Although implementation of the project varies on the four campuses currently using these materials, on Bloomington's campus the project combines the undergraduate reading and language arts methods courses (9 semester credit hours) with student teaching (15 semester credit hours). Methods instruction is linked to student teaching in a local elementary school so that the student is able to apply language arts methods while actually working with children in the classrooms. The project is organized around a comprehensive teaching-learning model. Methods courses are related and sequential.

RELATE is built around three major approaches: (1) a process approach to instruction, (2) a decision-making approach to teaching, and (3) a competency-based approach to teacher preparation. These approaches move the student systematically through eleven units, from a highly structured to a less structured situation, from little independence to much self-direction, from experience in making decisions regarding one learner to experience in making decisions regarding several learners. Readers interested in a more detailed description of the project are invited to examine the project materials and refer to existing publications (Newman and Harste, 1972; Newman and Harste, 1973).

In terms of the fundamental issues posed earlier, the development team did not choose to involve itself deeply in the first issue; namely, whether or not there was a need for a preparation program. Other groups of educators have recently explored this issue (Popham, 1971; Bausell and Moody, 1971; Moody and Bausell, 1973). Although this question is a major issue in teacher education, the RELATE team echoed in accord that while improvement was needed, abandonment was not the answer. Instead, the team hypothesized that the focus, content, and quality of teacher preparation should be altered. The RELATE team saw as its charge increasing the

effectiveness of the existing mechanism through a clarification of basic goals.

This decision led the team to consideration of the remaining two issues central to the preparation of classroom teachers: namely, what ought to be taught and, given these outcomes, what form should instruction take? Consideration of these issues led to the following propositions. Each of these propositions has been implemented and/or built into Project RELATE curriculum materials.

> *Proposition One. The production of an effective teacher is a highly personal matter, centering primarily upon the development of competency to enact and operationalize a personalized set of beliefs.*

Effective teacher education must concentrate its efforts upon the production of teacher behaviors that have meaning in the belief system of the prospective teacher. In Project RELATE students begin by defining what they believe constitutes reading and the language arts. Students search the professional journals, discuss the issue freely with peers, classroom teachers and their professors to come up with a working but personalized definition. The production of this definition not only clarifies their beliefs, but forms the basis upon which students study the remaining portions of the curriculum. Decisions as to which learner

characteristics to diagnose, and which objectives to set are all governed by what the prospective teacher sees as being the purpose of reading and language arts. The competencies developed in Project RELATE are thus personalized for the student. The focus of the program is upon the development of those competencies which will assist the student in operationalizing his definition. Students understand that teaching is a personal enterprise and that, along with certification, comes both professional responsibility and professional reward.

Proposition Two. The production of an effective teacher is dependent primarily upon the development of the student as an instructional decision-maker.

Teaching involves decision-making. Decisions made in the area of objectives, strategies, organizational patterns, and resources determine the degree to which the student's beliefs regarding reading and language arts will see fruition in the classroom. The power of the decision-making model for teacher preparation lies in the fact that:

1. Its primary focus is instructional and as such reflects the primary purpose of the school;
2. Its instructional focus is the learner, thus keeping attention attuned to the primary purpose of the school;

3. As an instructional model its utility overrides any specific content area, thus making it an acceptable perspective by which to study the multiple aspects of the school;
4. As an explanation of the teacher's role it places in proper perspective such elements as instruction and learners, and in so doing meaningfully organizes a complex set of events; and
5. As an explanation of teacher behavior, it reflects and encourages professionalism and accents the many responsibilities of the professional teacher.

Students come to realize that the highly visible process of teaching, as seen in classroom observation, is in reality the tryout and the result of a less visible plan of action involving decisions at many different levels. These decisions are made, hopefully, as a result of information collected regarding this group of learners and how they learn. This process of teaching, the student understands, is cyclic; that is, the tryout and results of this instructional event become information which can be used in revising instructional decisions.

Further, the student understands that the most obvious and key decisions that a teacher must make are:

(1) determining which objectives to set; (2) determining which strategies to use; (3) determining which organizational pattern to follow; and (4) determining which materials or resources to employ. The first decision that the teacher must make is to determine an appropriate objective for the learner. In order to make this decision, basic facts regarding the learner must be accumulated. Having compiled these facts, the teacher is then in the position to select or create an appropriate objective. Students understand that if the teacher collects improper or irrelevant data on the learner regarding his characteristics, inadequate objectives for the learner will probably result. Likewise, correct facts leading to a correct decision as to objectives may still be followed up by an inappropriate instructional strategy to reach the objective. The extension of this model permits explanation of both successful and unsuccessful instructional acts. As such, the decision-making model broadly conceptualizes teaching and affords the user a diagnostic paradigm for continued professional growth.

> Proposition Three. *The production of an effective teacher is a developmental process extending over a prolonged period of time which includes not only the understanding of a competency but extended experience and practice to develop competency skillfulness.*

Basically, there are two components to the acquisition of a teaching competency: acquisition of the cognitive aspects of the competency, and acquisition of the physical abilities of the competency or the skillfulness aspects of competency acquisition. Much of what has been produced in the name of competency-based teacher education training materials to date have focused upon the first aspect of competency attainment. This is obvious when one examines teacher training materials and their reliance upon paper and pencil instruments to measure student performance (cognitive acquisition). It is the feeling of this developmental team that in order to truly have a competency-based teacher education curriculum, all competencies must be demonstrated in the classroom with learners. Knowledge about a competency, it was felt, cannot be equated with skillfulness in demonstration of competency. Unless the student can demonstrate mastery of a competency in the classroom setting, mastery should not be assumed. This position does not preclude paper and pencil tests measuring concept acquisition; rather, it suggests that competency mastery involves measures of both concept acquisition and skillfulness.

By the same token it was felt that the conventional teacher education program, while doing much to encourage concept attainment, did little to encourage

competency skillfulness. Hudgins' review of research (1972) suggests that the attainment of a complex skill necessitates a greatly extended period of practice involving presentation and identification of the concept, practice in stimulus control situations, and finally, practice situations without stimulus control. Project RELATE adopted the following three-step strategy for the presentation of the competencies in its program: (1) formal presentation of the competencies through outside reading, class discussion, or formal instruction; (2) simulated presentation and practice of the competencies through the use of video-tapes, films, and other media; and (3) extended practice of the competencies in a variety of classroom situations with a variety of groups of elementary children. Because Project RELATE's curriculum spirals in its sequence, students must constantly revisit competencies presented earlier. To date, data collected suggest that the model is working. Student perceptions of their competency acquisition continues to improve in direct relation to their frequency of practice.

Inherent within the RELATE process is the assumption that an education environment be created in which the student feels free to practice, learn, and to use Combs' (1965) term, "become." In order to create such an environment, classroom teachers cooperating with

RELATE instructors have relinquished many of their traditional supervisory teacher roles while assuming new co-instructor roles. Students are not assigned to one classroom teacher, but throughout the program are given the opportunity to work with several teachers at various grade levels. Supervising teachers are cast in a new role, one that most assuredly causes some problems, but one which eliminates at least a part of what was identified as wrong with teacher education in the past.

> *Proposition Four. As teaching is largely a rational act, the production of an effective teacher requires attending to the personal growth of the individual involved, centering primarily upon the development of cognitive schemes for organizing and understanding complex phenomena.*

This proposition, generally supported in a variety of research writings (Colladarci, 1959; Smith, 1961; Turner, 1971) reflects a departure in terms of teacher education as traditionally perceived. In the past each student was assumed to synthesize his own learning experiences. This synthesis was supposed to appear majestically at some point in his program, probably during student teaching. That this assumption is false seems all too obvious for those of us, who like Jackson (1969), have had the experience of extended visitation in the classroom. The RELATE

proposition states, in effect, that teacher educators have the responsibility of providing a cognitive structure or organizational framework to students so as to facilitate their personal quest toward The Art of Making Sense (Ruby, 1968). As such, the proposition is in direct contradiction to the recent trend in teacher education of producing protocol materials that present, in ever-fragmenting detail, smaller and smaller concepts (see Gliessman, 1972). The RELATE team felt an obligation to students to provide them with a conceptual base which permitted them to weigh and value the sundry concerns in teacher education. This framework serves as an "advanced organizer," to use an Ausubelian term (1969), and as such provides a schemata whereby students can rationally understand, weigh and value trends in teacher education. To use an example for clarification here, let us examine the recent surge of interest in teacher behavior, specifically "classroom questioning" as delineated by Sanders (1966). Most assuredly this is an important issue, one of many of which any teacher or prospective teacher should be cognizant. Yet undue stress on "questioning" as a topic in a methods course throws it greatly out of perspective. "Questioning" can never, nor was it meant to be, predominate and overshadow such teacher behaviors as setting objectives and planning the

learning environment. "Questioning," in the RELATE program, is presented as one aspect of instructional strategy to be used during implementation of specific objectives. The RELATE model, in short, provides a much needed framework which allows the student to organize, weigh and value the myriad educational trends that bombard him in his role as teacher. Unless educators provide such a framework in their program, the prospective student is easily swayed, confused, or both.

These then are some of the major propositions that underlie the RELATE teacher education curriculum. If these positions coincide with what you believe, we invite you to use our curricular materials at your institution. If they do not, and if you have some "By golly, this is what I believe" propositions of your own, we cordially encourage you to modify these materials or, for the courageous, to develop your own. We encourage response, reaction, and no remorse, for this is indeed the best of times in teacher education if we can only learn to use it appropriately.

BIBLIOGRAPHY

Ausabel, David P. Readings in School Learning. New York: Rinehart and Winston, Inc., 1969.

Bausell, R. Barker, and Moody, William B. "Are Teacher Preparatory Institutions Necessary?" Phi Delta Kappan, 54:298 (January, 1973).

Colladarci, Arthur P. "The Teacher as Hypothesis-Maker." California Journal of Instructional Improvement, 2:3-6, 1959.

Combs, Arthur W. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965.

Gliessman, David. "An Introduction to Protocol and Training Materials." Acquiring Teaching Competencies: Reports and Studies. National Center for the Development of Teacher Training Materials in Teacher Education, Bloomington, Indiana. September, 1972.

Hudgins, Bryce B. "Research on Acquiring Complex Skills -- Implications for the Design of Teacher Training Materials." A Conference of the National Center for the Development of Training Materials in Teacher Education, Bloomington, Indiana, November, 1972.

Jackson, Philip W. Life in Classrooms. New York: Holt, Rinehart and Winston, Inc., 1968.

Kubie, Lawrence S. "Are We Educating for Maturity?" NEA Journal, 43:56-63 (January, 1959).

Maxwell, John, and Tovatt, Anthony (eds.). On Writing Behavioral Objectives. Commission of the English Curriculum, National Council of Teachers of English, 1970.

Moody, William B., and Bausell, R. Barker. "The Effect of Teacher Experience on Student Achievement, Transfer, and Retention." A paper presented at the Annual American Educational Research Association Meeting, New York, February, 1971.

Newman, Anabel P., and Harste, Jerome C. "A Process Approach to Teacher Education: Project RELATE." Viewpoints, 48:51-59 (September, 1972).

Newman, Anabel P., and Harste, Jerome C. "Project RELATE: Operationalizing A Process Approach to Reading/ Language Arts Teacher Education." A paper presented at the 1973 Annual Convention of the International Reading Association, Denver, May, 1973. (mimeographed).

Pomeroy, Edward D. "Performance-Based Teacher Education." 1972 Hunt Lecture, American Association of Colleges of Teacher Education Annual Meeting, Chicago, February, 1972.

Popham, W. James. "Performance Tests of Teaching Proficiency: Rationale Development and Validation." American Educational Research Journal, 8:105-17 (January, 1971)

Ruby, Lionel. The Art of Making Sense. 2nd ed. New York: Lippincott, 1968.

Sanders, Norris M. Classroom Questions: What Kinds? New York: Harper and Row, 1966.

Smith, B. Othanel, and others. The Logic of Teaching. Urbana: Bureau of Educational Research, College of Education, University of Illinois, 1961.

Turner, Richard L. "Conceptual Foundations of Research in Teacher Education." Research in Teacher Education. B. Othanel Smith, ed. New York: Prentice-Hall, 1971.

GUIDELINES FOR THE STATEMENT AND ASSESSMENT OF STUDENT COMPETENCIES

EVALUATION TEAM

Terry Bullock
Roger Farr
Judy Doerann George
Harold Harty
Ted Miller

division of teacher education
309 education building
indiana university
bloomington, indiana 47401

August, 1973

Volume 1 Number 10

TABLE OF CONTENTS

Page

PART I

REMARKS CONCERNING COMPETENCY ASSESSMENT PROCEDURE 1

PART II

COMPONENT PARTS OF COMPETENCY ASSESSMENT PACKAGE 3

Objectives of Competency Evaluation - Levels of Concern 4
Options for Competency Statement 5
A Possible Approach for Looking at Student Competencies 6
Statement of Competencies--Helpful Hints 7
A Sample of Proposed Student Competencies 10
A Checklist Indicator of Evaluation Intentions 14
Feedback Analysis of Contact Effectiveness 15

PART III

PROJECTS/PROGRAMS 16

Alternative Schools Program - evaluated by FLOYD COPPEDGE 17
American Indian Project - evaluated by GARY ANDERSON 19
Associate Instructor Program - evaluated by KEN MAJER 22
Competency Based Social Studies Program - evaluated by LEE EHMAN 24
Early Childhood Program - evaluated by MARY LAFOLLETTE 26
Encore Program - evaluated by VERNON DROESSLER 29
Field Based Social Studies Program - evaluated by MERYL ENGLANDER. . . . 32
Journalism Program - evaluated by LINDA GREGORY. 34
Latino Project - evaluated by JIM MAHAN 38
Professional Year Program - evaluated by JIM CLARK 41
Multicultural Program - evaluated by GERALD BRACEY 43
Relate Program - evaluated by RICHARD STOKE 48
Shawnee Graduate Program - evaluated by WILLIAM PILDER 51
Shawnee Undergraduate Program - evaluated by THOMAS GLASS 53

The Forum series is basically a collection of papers. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. Articles are accepted on all phases of teacher education including in-service training and graduate study. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The substance is open to various types of content. Position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average five to twenty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion.

Produced by the Division of Teacher Education, Indiana University-Bloomington, a component of the School of Education, supported in part by way of an Institutional Grant (OE-OEG: 0-72-0492: 725) with funds from the United States Department of Health, Education, and Welfare--Office of Education, under the provisions of the Bureau of Educational Personnel Development as a project. The opinions expressed in this work do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Members of the Evaluation Team met with all project and program directors and evaluators last year to discuss their specific project/program competencies and measurement procedures for these competencies. A competency assessment package was developed (refer to Component Parts of Competency Assessment Package, pp. 3-15) by the Evaluation Team to serve as a guideline for projects and programs to help them determine their specific competencies and methods to measure these competencies. This package included some specific suggestions on how to develop and measure competencies as well as a sample model of one proposed student competency plan that had been developed and submitted by the Journalism Program.

The rest of this paper presents the proposed competencies and measurement procedures for each project and program that was in the Division of Teacher Education last year. There has been no attempt to judge the merits of any of these proposed competency plans, because each project and program has their own objectives which in turn are reflected in their individual competency proposals.

As a final note, many project, program, and professional component directors and evaluators have expressed their interest to the Evaluation Team during this current academic year that they would like to do some serious evaluation in the area of student competencies. Because of this type of interest, the Evaluation Team felt that this compilation would be both a beneficial tool and guide for all faculty and staff in the new Division of Teacher Education interested in student competency assessment. Therefore, a general distribution is being made under the Forum Series to place this document into the hands of all staff and faculty in the Division of Teacher Education.

Terry Bullock
Roger Farr

REMARKS CONCERNING COMPETENCY ASSESSMENT PROCEDURE

I N T R O D U C T I O N

The movement toward competency-based instruction has thrust rapidly into educational practice in recent years. Performance-based teacher education has been viewed as a vehicle through which: (1) The goals of individualized and personalized instruction may be attained; (2) Generalities might be removed from instructional development; (3) A viable method for evaluation/assessment exists; and (4) The potentiality exists for program modification and improvement.

The United States Office of Education is vitally interested in this model (or modifications thereof) as an instructional possibility. Competency-based instruction is viewed by many educators as one of the most promising systems in an "age of accountability" and possesses the elements to meet the challenge of changing educational communities.

If performance-based instruction is to succeed as an educational alternative, it must be planned and organized as a system with long range goals and objectives. Through close scrutiny, assessment, and continual modification, the competency-based approach can be adapted to the programmatic parameters of a given instructional situation.

Herein, is presented an initial attempt at the development of proposed student competencies by the Division of Teacher Education's programs/projects for the 1972-73 academic year. It is hoped that this endeavor will provide the impetus for future refinement and development and will give adequate reflection of the status attained by the DTE evaluation effort during the 1972-73 academic year.

COMPONENT PARTS OF COMPETENCY ASSESSMENT PACKAGE

DIVISION OF
TEACHER EDUCATION

EVALUATION
TEAM

O B J E C T I V E S

LEVELS OF CONCERN

LEVEL III: U.S.O.E. would like a set of student competencies from each project/program:

(1) to serve as the basis for exportation and replication (potential use in other undergraduate teacher education programs)

(2) to meet needs for their own accountability purposes

LEVEL II: The Institutional Grant Policy Board and the Division Director's Office would like a set os student competencies for general information and decision-making purposes. The Coordination Associates will make an attempt to disseminate these both internally and externally by way of newly created vehicles.

LEVEL I: A set of student competencies might serve as the basis for:

(1) some type of project/program publication (technical report, journal article, monograph, etc.)

(2) project/program's own dissemination efforts for purposes of student recruitment

(3) a list of expectancies or exit behaviors for students contemplating entrance into a given project/program

GENERAL CONCERNS: A list of student competencies is a brief, but just enough, way of communicating to other educators as to what your project/program is "all about."

DIVISION OF
TEACHER EDUCATION

EVALUATION
TEAM

O P T I O N S

_____ We accepted the competencies the evaluation team has "teased" from our original design submitted during the fall semester of 1972 (as stated in the correspondence of December 12, 1972).

_____ We have made modifications.

_____ We have <u>not</u> made modifications.

_____ We did not accept the competencies the evaluation team "teased" from our original design submitted last fall.

_____ We have used the "guides" developed by the evaluation team.

_____ We have used our own means to accomplish this task.

_____ We did not accept your statement of our project/program's competencies or did not make an attempt at some type of refinement.

Comment(s): _____

_____

_____

_____

_____

NOTE: The evaluation team will not give your set of competencies "a stamp of approval or disapproval." We are <u>not</u> the experts with regard to your project/program's theoretical or operational frameworks. The above options or any others are yours to choose.

Program/Project Director _____

Program/Project Evaluator _____

DIVISION OF
TEACHER EDUCATION

EVALUATION
TEAM

A POSSIBLE APPROACH FOR LOOKING AT STUDENT COMPETENCIES

The suggested format for this tool is columnar. The following approach, using four distinct headings, might be helpful. Imagine four columns on a sheet of paper side by side with these four headings:

(1)	(2)	(3)	(4)
Student Competencies (ideas or concepts to be learned and attitudes or skills to be developed)	How do we do it?	What's suppose to happen to students?	How will we know if it did happen to students?

(1) The student-competencies column might contain 5 to 15 ideas, concepts, attitudes or skills that a project/program deems desirable and wishes to promote among its students. These statements might be stated specifically or operationally. It might be best to avoid generalizations or statements of a global nature.

(2) The how-do-we-do-it column is summary of the methods or procedures you might use to ensure student progress or achievement in acquiring or developing your stated "student-competencies." On the basis of certain evidence, either in their experience or because your project/program has caused it to be introduced by way of your general design or strategy, students may behave in a manner which may be explained (presumably) by that which is stated in the "student-competencies" column. These competencies will "present themselves," if you will, as a result of the nature and structuring of your learning experiences.

(3) The what's-suppose-to-happen column is a bit tricky. There are obviously clusters of very specific observable behaviors associated with the development or acquisition of your stated competencies in the first column. Hopefully, while or as a result of interacting in your program/project's environment, the student should become involved in using as well as "possessing" competencies, along with extending his proficiency with the "developing competency" by way of generalizing or extrapolating to areas not specifically experienced during training. It might be paraphrased as the cognitive, psychomotor, motivational, affective, social-interactive, and interpersonal processes the student might personally experience in the environment created by your project/program.

(4) The how-well-I-know column is a list of measurement indicies or "readable barometers." IF a student understands, acquires, develops, etc. that which is stated in the "student-competencies" column, THEN what might you observe him "doing," under condition your project/program specify? Stated another way, if a student "gets the message" from the "what's-suppose-to-happen" column, what might you observe him doing? The list of so-called "Helpful Hints" might be of particular value in completing this column.

NOTE: The most important criterion for effective use of this tool is consistency across the columns.

Statement of Competencies--Helpful Hints

If a student understands, the student might:
--attend to (particular aspect of a phenomenon)
--assign objects to particular classes
--arrange items in a particular way
--prefer certain alternatives to others
--predict particular consequences
--discriminate among possible alternatives

A. The student who knows might:

identify	attend to
describe	accumulate
gather	count

B. The student who can manipulate might:

measure	use an instrument
select an instrument	demonstrate
compute	balance
read a scale	weigh

C. The student who can apply might:

reorganize	conclude	decide
gather	transform	arrange
estimate	select	re-center
equate	discriminate	play
sort	classify	re-cast
prefer	interrelate	distinguish
experiment	structure	segregate
control	assign	identify
rearrange	define	reject
plan	quantify	utilize
organize	associate	dissociate
compare	order	group

D. The student who is creative might:

hypothesize	organize
generate ideas	formulate a hunch
interrelate	compare
re-center	guess
induce	classify
deduce	reduce
select strategies	invent
speculate	suggest an alternate explanati
gather data	doubt
design experiments	maximize
plan	control variables
structure	utilize data

predict
forecast
criticize
conclude
transform
arrange
rearrange
propose
estimate
generalize
extrapolate
interpolate
explain

E. The student who can evaluate might:

interrogate
interpret
criticize
average
pool data
look for trends
recognize error
strive for mastery
equate
distinguish
categorize
insist on reproducibility
apply a generalization
interpret
estimate
collate
doubt
verify
transpose
tabulate
graph
chart
plot

F. The student who can communicate might:

express
describe
instruct
demonstrate
tabulate
use references
debate
write
report
compare
formulate
teach
inform
explain
question

ACTION VERBS*

Action Verbs That Are Primarily Cognitive

identifies
constructs
demonstrates
dissects
reproduces
contrasts
compares
eliminates
sketches
matches
experiments
designs
explores
surveys
inserts
solves
interrogates
photographs
ranks
paraphrases
publishes
recalls
discusses
relates
plans
quotes
suggests
draws
assembles
reports
recites
compiles
graphs
builds
instructs
measures
completes
assists
answers
mentions
requests
calculates
outlines
operates
instigates
writes
tabulates
locates
uses
classifies
translates
describes
enumerates
records

Action Verbs With Particular Value For The Affective Domain

selects	challenges	persists
chooses	attempts	asks
participates	seeks	joins
gathers (information)	specifies	designs
organizes	offers	suggests
visits	proposes	supports
argues (a position)	rejects	recommends
objects (to an idea)	accepts	shares
adopts	consults	disputes
submits	questions	subscribes
perseveres	queries	promotes
praises	weights (judges)	spends
defends	criticizes	annotates
obeys	evaluates	advocates
keeps (preserves)	tests	volunteers
investigates	delays (response)	sleeps
attempts	qualifies	yawns

*Fiss, Albert F., Evaluation of Instructional Systems, New York: Gordon and Breach, Science Publishers, 1970.

P R O P O S E D

S T U D E N T C O M P E T E N C I E S

The attached might serve as a model for the task at hand. It is an alternative to the guidelines and suggestions of the evaluation team.

SAMPLE

JOURNALISM PROGRAM

Program Coordinator: Ed Jenkinson

Program Evaluator: Linda Gregory

The attached has been reproduced with permission from the Journalism Program.

BEST COPY AVAILABLE

Proposed Competencies for Students in the Journalism Program

Student Competencies (The student . . .)	Implementation (The instructor . .)	Student Behaviors (The student . . .)	Evaluation Methods (The instructor . .)
(1) Develops and evaluates his own and his pupils' communication skills — speaking and listening, reading and writing, and thinking — both critically and creatively.	Provides opportunities for student to practice communication skills in and out of the college classroom; Provides examples of communication efforts of pupils for student to evaluate.	Masters communication skills and/or improves existing skill levels; Evaluates skills and performances of pupils.	Observes student's application of skills in college and public school settings; Analyzes studen evaluation of pupils' communication skills.
(2) Organizes a nine-week instructional unit in journalism phase-electives. The unit should include objectives, content to be covered, activities, instructional materials and equipment, and evaluation methods. Those items may be prepared for the unit or described in detail.	Presents examples of previous units for student to evaluate and analyze; Provides resource materials for student to use in preparing unit; Presents samples of phase-elective descriptions for student to critique.	Critiques, analyzes, and evaluates existing units prepared by former students or classroom teachers; Plans, organizes, and prepares his own unit.	Judges unit on its completeness, appropriateness applicability, and creativity.
(3) Plans and prepares a portfolio of daily lesson plans.	Demonstrates the desirability of having lesson plans of some sort; Presents sample lesson plans for analysis by student.	Prepares daily lesson plans for his own teaching situation to fit his own style; Discovers how to implement segments of his nine-week unit.	Judges the prepared portfolio on the criteria of (2) above.
(4) Writes objectives in behavioral or performance terms for specific learning tasks in journalism.	Presents examples of objectives in behavioral and non-behavioral terms; Provides practice in writing objectives for a variety of tasks; Discusses value or worthwhileness of objectives; Provides practice in ordering or	Discovers value of objectives in performance terms; Prepares objectives for specific learning tasks.	Judges the degree of specificity present in th objectives and the logica sequence and ordering.

BEST COPY AVAILABLE

(5) Discovers and employs a variety of evaluation techniques of pupil performance in specific learning tasks.	Presents, discusses, analyzes, and values evaluation techniques.	Discovers what techniques are available to him and the advantages and disadvantages of each; Employs appropriate techniques in his teaching.	Observes and analyzes techniques employed for their appropriateness to the specific learning task and the pupils involved.
(6) Compares and contrasts journalism offerings in high schools.	Provides descriptions of curriculum guides or phase-elective programs in high school; Guides discussion and evaluation of the offerings.	Analyzes and values existing programs in journalism with the purpose of establishing standards for such programs.	Critiques student's ability to discover strengths and weaknesses in a journalism program.
(7) Acquires and establishes a collection or source file of notes, visual aids, resources, references, suppliers, etc. for future use.	Provides student with names and addresses of suppliers and resources; Discusses value of collection or file; Presents examples of collections or files.	Begins to organize and develop his own library of materials and resources.	Observes student's abilit to discover sources and his method of organizing the file or collection.
(8) Develops and acquires a variety of teaching styles and strategies.	Demonstrates teaching styles and strategies; Discusses appropriateness of various strategies in assorted situations.	Observes and analyzes a variety of teaching styles and strategies; Practices implementing a variety of strategies; Discovers his own strengths and weaknesses as he explores various teaching styles and strategies.	Observes student as he practices styles and strategies in micro-teaching and student teaching settings.
(9) Conducts and participates in large and small group presentations.	Demonstrates and utilizes large and small group activities.	Leads large and small group activities; Discovers the value of large and small group activities and their appropriateness with different pupil groups and objectives.	Observes and critiques student's participation in large and small group presentation and student' practice at leading both

BEST COPY AVAILABLE

(10) Supervises pupils in producing a newspaper, yearbook, literary magazine, and/or news bureau release.	Presents for discussion the problems and responsibilities of the publications adviser.	Works with pupils in various activities in producing high school publications.	Observes student's ability to supervise publications pupils and his ability to deal with problems which arise.
(11) Recognizes some of the legal aspects and responsibilities of his role as a teacher.	Discusses and presents situations involving the legal responsibilities of the teacher and publications adviser.	Discovers the legal responsibilities of his position; Discovers how to protect himself from law suits resulting from the exercise of his duties.	Observes student's ability to analyze a potential legal problem and make appropriate decisions.
(12) Acquires a professional attitude toward teaching and relationships with pupils and school personnel.	Presents situations for student to explore in terms of pupil/teacher or teacher/administrator relationships.	Recognizes his and others' attitudes toward teaching and pupils.	Observes student's formal and informal comments about teaching and his dealings with pupils and school personnel.
(13) Analyzes his personal strengths and weaknesses which will affect his professional behavior.	Provides discussion or simulated classroom situations which allow student to analyze his ability to teach; Provides individual counseling for student.	Discovers if he really wants to be a teacher; Identifies strengths and weaknesses.	Infers from student's verbal and nonverbal behaviors whether student has recognized his strengths and weaknesses.
(14) Analyzes his values which will affect his professional behavior.	Provides opportunities for student to state and review his values or to reshape them.	Discovers if his values are suited to teaching at the secondary level in the public schools.	Infers from student's verbal and nonverbal behaviors whether student's values will help or hinder his success as a teacher.

BEST COPY AVAILABLE
BEST COPY AVAILABLE

C H E C K L I S T

_____ Consider a small, but deemed important, group of specific behaviors students might acquire or develop while interacting in your program.

_____ State these ideas/concepts, attitudes, and skills in as specific/operational/observable terms as possible in column one.

_____ Avoid the use of global or general terms such as "understands," "appreciates," "develops" etc.

_____ List the methods, procedures, activities, experiences etc. your project/program will use to insure student acquisition or development of the competency stated in column one. Multiple approaches might be used for each competency; or a given experience may be utilized for the development of several of your listed competencies.

_____ State the specific behaviors a student might exhibit as he/she acquires or develops the competency. This is perhaps the most difficult phase of the task as this behavioral cluster usually represents a set of criterion measures for assessing student progress. This criterion set might include behaviors that are cognitive (knowing something), affective (exhibiting feeling about something), psychomotor (doing something), motivational (doing something extra), etc.

_____ Specify in column 4 the measurement techniques utilized to assess the degree of competency-proficiency the student has acquired or developed during his/her experience in your project/program. Examples might be scales, questionnaires, written examinations, behavior checklists, term papers, reports, - written assignments, etc. In many instances, as a student progresses through a set of experiences, the need usually arises where the student interacts on an individual basis with the faculty member(s) responsible for the implementation of the program. These sessions usually provide an opportunity for mutual assessment of cognitive and affective development.

_____ Submit to the evaluation team that which you have listed in columns one and four. If you so desire, the evaluation team would be happy to review your entire package.

DIVISION OF
TEACHER EDUCATION

BEST COPY AVAILABLE

EVALUATION
TEAM

HELP! WE NEED FEEDBACK

Your meeting with members of the evaluation team concerning the development of student competencies and means for assessing their presence was observed/perceived as:

1.	Inappropriate	1	2	3	4	5	Very appropriate
2.	Poorly organized	1	2	3	4	5	Well organized
3.	No help at all	1	2	3	4	5	Very helpful
4.	Generally poor	1	2	3	4	5	Generally excellent

In general, how effectively did the evaluation team members relate the objectives of the task(s) of stating competencies and means for assessing their presence:

5.	Objectives very poorly related	1	2	3	4	5	Objectives superbly related

In general, how effectively did your interactions with evaluation team members contribute to your completing the task:

6.	Interactions were ill-chosen and ineffective	1	2	3	4	5	Interactions contributed very effectively

The general atmosphere (social-emotional climate) during the meeting with evaluation team members was felt to be:

7.	Cold	1	2	3	4	5	Warm
8.	Tense	1	2	3	4	5	Relaxed
9.	Closed	1	2	3	4	5	Open
10.	Unemotional	1	2	3	4	5	Emotional
11.	Suspicious	1	2	3	4	5	Trusting
12.	Pessimistic	1	2	3	4	5	Optimistic
13.	Cooperative	1	2	3	4	5	Competitive
14.	Dissatisfying	1	2	3	4	5	Satisfying

COMMENTS (optional): _____

_____

_____

RETURN TO:
Bud Harty
309 - Education Buildin

PROJECTS/PROGRAMS

ALTERNATIVE SCHOOLS PROGRAM

evaluated by

Floyd Coppedge

ALTERNATIVE SCHOOLS

BEST COPY AVAILABLE

Program Objectives	Competencies (Roles for Which Personnel Are Being Prepared)	How Measured
1. To prepare personnel for various roles in Alternative Public Schools through:	1. Teachers for conventional roles in Alternative Public Schools.	1. Employment of graduates
a. Pre-service Experiences	2. Teachers for new roles in Alternative Public Schools.	2. Employer Satisfaction
b. Field Experiences	a. Open Classroom Teacher	3. Job Satisfaction
c. In-service Experiences	b. Learning Facilitator	4. Student Evaluation
2. To provide for teacher conversion -- To help conventional teachers change their teaching style and programs to be consistent with alternative schools.	c. Curriculum Developer	5. Judgement by Project Staff
	d. Teacher-Advisor	6. External Evaluation -- evaluation by personnel in sites where interns are placed.
3. To encourage the development of options in public schools.	3. Personnel for Leadership Roles in Alternative Schools.	
	a. School Organizer	
	b. School-Community Liaison	

NOTE: Additional Information Available in: 1) Level II (Instrument 2) Report of November 14, 1972, and 2) Project Evaluation Design, Revised May, 1973.

AMERICAN INDIAN PROJECT

evaluated by

Gary Anderson

PROPOSED COMPETENCIES FOR STUDENTS IN THE AMERICAN INDIAN PROJECT

BEST COPY AVAILABLE

Student Competencies (The student.....)	Implementation (The Supervising Teacher or Instructor)	Student Behaviors (The student.....)	Evaluation Methods (The Supervising Teacher or Instructor.....)
(1)			
Plans and prepares a daily lesson plan applicable to the Indian Student	Pre-plans with the student teacher: Confers in relation to results.	Demonstrates an understanding of the objectives of the daily and continuing plans and their relationship to overall content.	Observation and discussion of the goals and objectives: related learning concepts.
(2)			
Develops and demonstrates a variety of teaching techniques unique to the setting.	Demonstrates teaching styles and strategies: Discuss varying techniques in different settings and with varying grade levels or subject matter areas.	Self-evaluates in relation to his own teaching styles; which were most effective or least effective in varying situations.	Observes and confers with the student teacher in relation to student reaction and understanding.
(3)			
Exhibits the ability to "survive" a sixteen (16) week student experience in an isolated setting.	Discusses techniques of "self-entertainment" and meaningful leisure time activities.	Maintains a balance professionally and socially with both staff and students during the experience. (Also adults when these types of contacts are available)	Completes the sixteen (16) week experience. Exhibits composure and activity during the period.

BEST COPY AVAILABLE

(4) Analyzes his/her values and needs which will affect his/her professional and personal behavior	Provides opportunities for the student teacher to analyze and reshape, if necessary, his/her behavior patterns.	Determines if his/her values are consistent with the values of the Boarding School concept, and, particularly, the Bureau of Indian Affairs Concept.	Through verbal and non-verbal inference, determine if the student teacher is in accord with the setting.
(5) Exhibits an ability to live within the cultural setting in close proximity to the students and adults.	Provides housing and necessary co-curricular assignments which will be conducive to interaction outside of classroom settings.	Works with students in social and school-coordinated activities in various settings in addition to the "normal" classroom setting.	Observe and discuss "out-of-school" relationships with students.
(6) Exhibits the ability, in general, to relate to students of an extremely different culture in a classroom setting. (These students will all use English as a second language)	Provide a variety of classroom settings in which the student teacher may interact with Indian students.	Discovers his/her attitude in relation to working with and teaching a minority group in a Boarding School atmosphere	Observes and discusses interaction in relation to the understanding and interest of the students involved.
(7) Exhibits the ability to ascertain and use effective questioning techniques. (This is listed as a specific competency because of the unique group relationship of Indian students.)	Discuss the variety of questioning techniques acceptable to the Indian culture.	Discover which types of questioning techniques are most effective for him/her.	Observe and discuss the strength and weakness of each technique as perceived.

ASSOCIATE INSTRUCTOR PROGRAM

evaluated by

Ken Major

BEST COPY AVAILABLE

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
AND FILED COMMUNICATIONS AS OF NOVEMBER 15, 1972

Competencies	How Measured
Associate Instructor	
1) Develop teaching skills through teacher training.	1) Evaluation of communication skills utilized in teaching session by students.
2) Improved classroom effectiveness.	2) Evaluation of competency #1 by supervisor.
3) Confidence in teaching role	
4) Micro teaching	

(Use space below for any revisions (additions, deletions or modifications)

* * * \

COMPETENCY BASED SOCIAL STUDIES PROGRAM

evaluated by

Lee Ehman

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
AND FILED COMMUNICATIONS AS OF NOVEMBER 15, 1972

BEST COPY AVAILABLE

Competencies	Competency Based Social Studies	How Measured
1.	Teaching historical and social-science concepts.	1, 2, 3 Performance in preparing for and teaching lessons in the teaching laboratory and school sites is judged by faculty supervisors, peers, and students against criteria, developed in class, for the particular teaching tasks specified for that teaching assignment. Feedback is given to the program student immediately after the teaching session, including videotape replay of selected segments of the lesson, and prescriptions for remedying any problems are developed. In the teaching laboratory the student often reteaches an improved version of the same lesson to a different group of students, using the same criteria and procedures as before.
2.	Teaching for problem solving in social studies problem areas.	
3.	Teaching for improved valuing and analysis of value-laden problems.	
4.	Skill in diagnosis and evaluation in teaching.	4 Written and practical exercises involving individual pupils or classes will be used to judge skills in this area. One idea being developed is to include a short quiz as part of each laboratory teaching exercise; it is administered to the junior high students after instruction as a test of lesson objectives achievement, as well as skill in devising tests.
5.	Skill in describing and interpreting teaching-learning situations.	5 Written and oral class exercises are used to demonstrate student skill in describing and interpreting protocol material depicting various elements of teaching. Also, peer observation and feedback in the teaching laboratory affords a practical application of these skills.
6.	Knowledge of a range of social studies curriculum materials and skill in adopting, adapting, and inventing such materials.	6 Written assignments and planning instruction for the teaching laboratory and in-school student teaching.

EARLY CHILDHOOD PROGRAM

evaluated by

Mary Lafollette

BEST COPY AVAILABLE

COMPETENCIES FOR STUDENTS IN EARLY CHILDHOOD TEACHER EDUCATION PROGRAM

The student will:	The instructor will:
1. be able to record observations of children's behavior (ages 3-8 yrs) in various school settings and diagnose factors relating to the learning situation from the observations.	1. a) analyze students' techniques for recording observational data on children's behavior. b) in seminar discussions judge a student's ability to analyze a child's behavior in a specific learning situation and the possible factors determining it.
2. be able to select appropriate learning goals for young children and use these as a basis for planning daily on-going learning experiences.	2. a) critique student's instructional plans for appropriateness of goals, instructional methods and use of materials in their written instructional plans b) observe and evaluate student's classroom performance
3. be able to identify a wide range of behaviors of young children (ages 3-8 years) and will be able to give several possible recommendations and/or solutions to problems which are evident.	3. will judge student's ability to identify and make adequate recommendations about children's behavior through written reactions to selected films, from student's daily accounts in Log Book, and from written observation reports.
4. be able to recognize the components of a wholesome classroom atmosphere and will be able to contribute ideas and methods to promote a positive learning environment both indoors and outdoors.	4. a) judge an examination paper of the student's ability to describe the characteristics of a wholesome classroom atmosphere b) observe and judge the effectiveness of student's application of skills, methods and techniques in setting up learning environments and guiding and evaluating learning both indoors and outdoors in the field setting.
5. be able to provide instruction related to the child's individual goals and prescribe experiences which develop the child's potential	5. a)observe and rate the student's skills at applying various teaching methods and child development knowledge in individualizi classroom instruction in a field situation. b) review and critique student's plans and evaluations for learning activities as she plans for, implements, and evaluates individualized classroom instruction in the field situation.

BEST COPY AVAILABLE

6. be able to apply knowledge from various child development theories in assessing planning and evaluating children's behavior in a learning environment.	6. assess student's skills in applying knowledge of various child development theories in assessing, planning, and evaluating children's behavior through a continuous weekly Log Book and from written observation reports assigned by course instructors.
7. be able to discuss clearly and objectively individual children, the curriculum, school policy, methods of handling behavior with parents, community groups, and other professionals interested in children.	7. observe students in role-playing episodes in real situations and/or viewing and listening to tapes of student interviews with parents and other professionals to judge student's ability to express effectively her views and ideas with supporting facts and accurate knowledge.
8. a) to begin formulating own theory of child development and philosophy of early childhood education b) to be able to write his philosophy of early childhood education.	8. a) listen to student's formal and informal comments about their philosophies and child development theories during conferences and seminar discussions. b) analyze student's written philosophy of early childhood education for clarity and factual information at the end of the early childhood education program.
9. acquire a continually growing file of notes, visual aids, resources, ideas, commercial and hand-made instructional materials for future use in teaching the young child	9. review the student's collection of resources, instructional materials, visual aids, references, materials, notes and judge the student's ability to select and organize appropriate materials.
10. be able to effectively evaluate his own instruction in a classroom and recognize his strengths and weaknesses in his professional growth.	10. judge the student's awareness of his strength and weaknesses and growth as a classroom teacher through personal conferences with the students, written evaluation scales, viewing and discussing with students video tapes of classroom performance.

Marian A. Swagger Program Director

Mary E. LaFollette Program Evaluation

Virginia A. Woodward Early Childhood Educa

Emma L. Dillon tion Faculty Members

April 30, 1973

ENCORE PROGRAM

evaluated by

Vernon Droessler

Student Competencies and Method of Assessment
ENCORE - Semester B - Spring, 1973

Student Competencies (The student...)	Assessment (ENCORE...)
1 Observes and diagnoses pupil behavior and learning as a basis for planning learning experiences.	1 Faculty of each subject area observes and judges the adequacy of student performance on individual contracts, class assignments, group experiences, and actual classroom teaching.
2 Selects and implements learning experiences in language arts, mathematics, science, and social studies.	2 Supervising teachers fill out weekly checklist evaluations of the students working in their classroom and make a final overall checklist evaluation at the end of the semester; covering such items as personal and professional qualities, lesson planning, and teaching skill.
3 Selects and uses effectively textbooks, curriculum guides and similar educational materials that are appropriate to the interests, abilities, and needs of the pupils.	3 Faculty make a video-tape of each student, teaching in the elementary classroom, and review this tape and their evaluation of the teaching involved with the individual student.
4 Selects and/or constructs instructional media (A-V) and utilizes them effectively to enhance pupil's learning.	4 Faculty hold conferences at mid-term and at the end of the semester with each student. Faculty impressions and the students' own impressions of their performance are discussed.
5 Organizes learning experiences, by means of long-range and short-range planning, to encourage pupil inquiry and problem solving.	5 Faculty have a final evaluation conference in which their individual assessments, and the supervising teacher's assessment of each student are compared before the final recommendation is written by one of the faculty.
6 Evaluates various elementary school settings and then develops programs to meet the needs of chiodren in each unique setting.	
7 Identifies problems in classroom management and selects appropriate actions to control these problems from a range of alternative actions.	

Student Competencies and Method of Assessment, continued

Student Competencies (The student...)	Assessment (ENCORE...)
8. Examines, evaluates, assimilates, and when appropriate implements concepts of the open classroom.	6 Students, at the beginning and end of the semester, anonymously mark their degree of agreement with certain assumptions about learning that underly the concept of the open classroom.
9 Works cooperatively with fellow teachers, supervisors, and administrators in typical professional relationships, both formal and informal.	7 Students, at the end of the semester, anonymously mark the degree of confidence they have coneerning their ability to perform the student competencies for semester B.
10 Exhibits poise, confidence, and general professional behavior and attitudes while teaching in the learning center.	

FIELD BASED SOCIAL STUDIES PROGRAM

evaluated by

Meryl Englander

BEST COPY AVAILABLE

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
AND FILED COMMUNICATIONS AS OF NOVEMBER 15, 1972

Competencies	How Measured
Field Based Studeis in Teacher Ed.	
1) To develop the interest and capacity to work cooperatively as a team member toward the improvement of instruction and curriculum.	1) An intention to measure student progress is indicated, but gratification procedures are not specified.
2) To develop the interest and necessary abilities to engage in and make use of research in the improvement of instruction and curriculum.	
3) To develop the skills and teaching techniques necessary to foster and direct open inquiry and the internalization of the processes therein included on the part of pupils.	
4) To develop communication skills that facilitate the personal growth of self and others.	
5) To develop a broad range of evaluative skills including those for appraising the learning characteristics of individual pupils.	
6) To become well-informed teachers, fully aware of the problems which con front the society and actively involved as change agents in the society.	
7) To become teachers who are committed to a democratic perception of education especially with regard to equalizing educational opportunity, supporting a participatory democracy and a pluralistic society.	
8) To become teachers who can apply the concepts and methodologies of the social sciences to social problems.	
9) To possess a high degree of empathy for others, especially for those who are of different ethnic backgrounds.	

(Use space below for any revisions (additions, deletions or modifications)

* * * *

JOURNALISM PROGRAM

evaluated by

Linda Gregory

BEST COPY AVAILABLE

Student Competencies (The student . . .)	Implementation (The instructor . .)	Student Behaviors (The student . . .)	Evaluation Methods (The instructor . .)
(1) Develops and evaluates his own and his pupils' communication skills -- speaking and listening, reading and writing, and thinking -- both critically and creatively.	Provides opportunities for student to practice communication skills in and out of the college classroom; Provides examples of communication efforts of pupils for student to evaluate.	Masters communication skills and/or improves existing skill levels; Evaluates skills and performances of pupils.	Observes student's application of skills in college and public school settings; Analyzes students evaluation of pupils' communication skills.
(2) Organizes a nine-week instructional unit in journalism phase-electives. The unit should include objectives, content to be covered, activities, instructional materials and equipment, and evaluation methods. These items may be prepared for the unit or described in detail.	Presents examples of previous units for student to evaluate and analyze; Provides resource materials for student to use in preparing unit; Presents samples of phase-elective descriptions for student to critique.	Critiques, analyzes, and evaluates existing units prepared by former students or classroom teachers; Plans, organizes, and prepares his own unit.	Judges unit on its completeness, appropriateness, applicability, and creativity.
(3) Plans and prepares a portfolio of daily lesson plans.	Demonstrates the desirability of having lesson plans of some sort; Presents sample lesson plans for analysis by student.	Prepares daily lesson plans for his own teaching situation to fit his own style; Discovers how to implement segments of his nine-week unit.	Judges the prepared portfolio on the criteria of (2) above.
(4) Writes objectives in behavioral or performance terms for specific learning tasks in journalism.	Presents examples of objectives in behavioral and non-behavioral terms; Provides practice in writing objectives for a variety of tasks; Discusses value or worthwhileness of objectives; Provides practice in ordering or sequencing objectives.	Discovers value of objectives in performance terms; Prepares objectives for specific learning tasks.	Judges the degree of specificity present in the objectives and the logical sequence and ordering.

BEST COPY AVAILABLE

Discovers and employs a variety of evaluation techniques of pupil performance in specific learning tasks.	Presents, discusses, analyzes, and values evaluation techniques.	Discovers what techniques are available to him and the advantages and disadvantages of each; Employs appropriate techniques in his teaching.	Observes and analyzes techniques employed for their appropriateness to the specific learning task and the pupils involved.
(6) Compares and contrasts journalism offerings in high schools.	Provides descriptions of curriculum guides or phase-elective programs in high school; Guides discussion and evaluation of the offerings.	Analyzes and values existing programs in journalism with the purpose of establishing standards for such programs.	Critiques student's ability to discover strengths and weaknesses in a journalism program.
(7) Acquires and establishes a collection or source file of notes, visual aids, resources, references, suppliers, etc. for future use.	Provides student with names and addresses of suppliers and resources; Discusses value of collection or file; Presents examples of collections or files.	Begins to organize and develop his own library of materials and resources.	Observes student's ability to discover sources and his method of organizing the file or collection.
(8) Develops and acquires a variety of teaching styles and strategies.	Demonstrates teaching styles and strategies; Discusses appropriateness of various strategies in assorted situations.	Observes and analyzes a variety of teaching styles and strategies; Practices implementing a variety of strategies; Discovers his own strengths and weaknesses as he explores various teaching styles and strategies.	Observes student as he practices styles and strategies in microteaching and student teaching settings.
(9) Conducts and participates in large and small group presentations.	Demonstrates and utilizes large and small group activities.	Leads large and small group activities; Discovers the value of large and small group activities and their appropriateness with different pupil groups and objectives.	Observes and critiques student's participation in large and small group presentation and student's practice at leading both.

BEST COPY AVAILABLE

(10) Supervises pupils in producing a newspaper, yearbook, literary magazine, and/or news bureau release.	Presents for discussion the problems and responsibilities of the publications adviser.	Works with pupils in various activities in producing high school publications.	Observes student's ability to supervise publications pupils and his ability to deal with problems which arise.
(11) Recognizes some of the legal aspects and responsibilities of his role as a teacher.	Discusses and presents situations involving the legal responsibilities of the teacher and publications adviser.	Discovers the legal responsibilities of his position; Discovers how to protect himself from law suits resulting from the exercise of his duties.	Observes student's ability to analyze a potential legal problem and make appropriate decisions.
(12) Acquires a professional attitude toward teaching and relationships with pupils and school personnel.	Presents situations for student to explore in terms of pupil/teacher or teacher/administrator relationships.	Recognizes his and others' attitudes toward teaching and pupils.	Observes student's formal and informal comments about teaching and his dealings with pupils and school personnel.
(13) Analyzes his personal strengths and weaknesses which will affect his professional behavior.	Provides discussion or simulated classroom situations which allow student to analyze his ability to teach; Provides individual counseling for student.	Discovers if he really wants to be a teacher; Identifies strengths and weaknesses.	Infers from student's verbal and nonverbal behaviors whether student has recognized his strengths and weaknesses.
(14) Analyzes his values which will affect his professional behavior.	Provides opportunities for student to state and review his values or to reshape them.	Discovers if his values are suited to teaching at the secondary level in the public schools.	Infers from student's verbal and nonverbal behaviors whether student's values will help or hinder his success as a teacher.

LATINO PROJECT

evaluated by

Jim Mahan

Item #4. Student Competencies Statements and Assessments

BEST COPY AVAILABLE

Date: February 20, 1973

Project/Program/Center/Team: Latino Project

Anticipated competencies. (Be specific)	Nature of competency development - "evolving" or relatively "firm"?	Hard data supporting the development of competencies (within students and within program) How was it measured?	Time required for students to acquire specific competencies and/or time till program competencies developed.
1. S.T. will be familiar with the services of at least 5 community agencies serving Latino people and will be able to refer interested adults and/or pupils to an appropriate agency.	1. evolving	1. survey used now to document agencies in which S.T.'s work and length of time of the work. Final interview by a community agency director would be good way to measure competency.	1. 16 weeks at minimum Hopefully this competency will be acquired by May 15.
2. S.T. will be able to draw upon Latino history, art, music, literature, social activities etc. when using instructional examples and analogies, when decorating the classroom, etc.	2. evolving--must continue through in-service teaching years.	2. survey items used now to assess this--both teacher rating and S.T. rating. However, interviews with the teacher and with selected students are needed at end of the semester.	2. 16 week minimum (obviously not long enough time but a start can be made.)
3. S.T. will function effectively as an assistant to an adult education instructor charged with teaching English to Spanish speakers.	3. evolving	3. survey data indicating that S.T.'s are investing time in this role. However, interviews with the adult education instructors and the adult students are needed.	3. 16 weeks at minimum

BEST COPY AVAILABLE

4. S.T. will be able to understand and use "border Spanish" as necessary and appropriate in contrast to "Castillian Spanish"	4. evolving	4. not being measured now. a survey or interview form for school principal and supervising teacher could get at this.	4. at least 16 weeks
5. High school S.T.'s will be able to describe the curricular components, instructional techniques, pupil populations, and school organization characteristic of an elementary school--especially of a bilingual school.	5. evolving	5. S.T.'s work two hours daily in an elementary school (site agreement). Data on end results could be obtained by survey or interview.	5. 16 weeks--should become quite aware of elementary patterns and trends (in general sense) over a 16-week period.
6. Demonstrated ability to make friends with Latino adults outside of the school setting (cross-cultural interaction of some intensity.)	6. evolving	6. S.T.'s report "who" they interact with and who they feel they know "as a person" Follow-up survey to verify could be employed.	6. 16 weeks is minimal. Students need to do this continually after they obtain employment in a school district.
7. Developed selected teaching skills as listed on supervising teacher report form (and college supervisor form).	7. evolving	7. observations by teacher and by college supervisor plus critique conferences	7. 16 weeks

PROFESSIONAL YEAR PROGRAM

evaluated by

Jim Clark

BEST COPY AVAILABLE

STUDENT COMPETANCY	PROGRAM COMPONENT	BEHAVIORS	EVALUATION **
Development of skills in the areas of professional behaviors (9 items), personality (6 items), communication - interaction (9 items), classroom routine (7 items), and structuring the learning environment (14 items) *ATTACHED AS APPEND A-1&2	Assignment to the classrooms - the student teaching experience	Indication that competancies are developing or improving as per opinion of assigned cooperating teachers	PY Progress Feedback Form: I Sem. - available II Sem. -incomplete
Development of personal and professional qualifications, instructional effectiveness, management, ability to motivate - five (5) scales	Same as above	Indication that competancies are developing or improving as peropinion of supervisors and methods instructors	Quarterly rating sheets-totals listed for entire year I & II Sem. -available
Twenty - two (22) specific teaching acts as promoted by PY staff *ATTACHED AS APPEND B	Student teaching, methods instruction, supervisory conferences, and other components of the program	Student expressions of confidence and utility regarding acts	Mid-year PY evaluation Results available
Twenty-five (25) specific teaching acts which have been promoted by PY staff *ATTACHED AS APPEND C	Same as above	Student expression of feelings of increased knowledge, confidence, and preparation in the areas concerned	EOY evaluation (AT specific) Results available
Six (6) specific competancies as perlisting of each AT *ATTACHED AS APPEND D	Same as above	Students will indicate 6 specific competancies which they feel have been acquired through participation in the PY program	EOY evaluation (AT specific) Results not yet available
Knowledge of the various community forces and there direct and indirect relation to the school setting	F400 classes and assignments and Indianapolis trips to schools and community	Indication of input of various forces as per comment in discussion and evaluation scales	F400 evaluations Results not yet available

** All evaluation instruments previously forwarded to Evaluation Team with the exception of the EOY packets which are enclosed.

MULTICULTURAL PROGRAM

ovaluated by

Gerald Breecy

Indiana University
Bloomington, Indiana

BEST COPY AVAILABLE

Division of Teacher Education
Dr. Bud Hardy

PROPOSED STUDENT COMPETENCIES

T421, T422: "Experiment in Multicultural Living"

Science Methods

(Ideas/concepts to be learned and attitudes or skills to be developed)	(How do I do it?)	What's suppose to happen to students?)	(How will I know if it did happen to students?)
Student Competencies	Implementation	Student Behaviors	Evaluation Modes
(The student...)	(The instructor...)	(The student...)	(The instructor...)
(1)			
develops values, attitudes and skills for analytical investigation and the teaching of science.	provides opportunities for the student to develop and refine desirable values, attitudes and skills by way of daily instructor/student interactions in a social-emotional climate commensurate for such.	identifies and describes the central theme of a given set of observations from a teaching/learning situation.	observes student's attitude and skill development in the campus-classroom setting and in the pre-student teaching placement.
		develops a critical approach toward evidence.	observes student as he practices styles and strategies in his daily encounters.
		selects strategies to gather data along useful teaching/learning dimensions.	observes and analyzes techniques employed for their appropriateness to the specific learning task and the pupils involved.
		recognizes the influence of changing one variable in a teaching/learning situation.	
		sorts out that which is irrelevant and rearranges the useful aspects of information.	observes student's ability to discover sources and his methods of organization.

BEST COPY AVAILABLE

formulates fruitful hypotheses from existing data.

selects instruments and quantitative treatments for testing hypotheses.

looks for new trends and gathers new evidence.

reasons logically from established teaching/learning models.

suggests alternative explanations and constructs modified or new models.

observes student as he practices styles and strategies in teaching/learning situations.

observes student's participation in large and small group presentations and student's practice at leading both.

infers from student's verbal and nonverbal behaviors whether he has recognized his strengths and weaknesses, and whether his values will help or hinder his success as a teacher.

observes student's ability to interact with pupils and his ability to deal with problems which arise, and make appropriate decisions.

observes student's formal and informal comments about teaching and his dealings with pupils and professional school personnel.

critiques student's ability to discover strengths and weaknesses.

observes student's application of developed values, attitudes, and skills when interacting in multicultural educational settings.

BEST COPY AVAILABLE

(2)

identifies, describes and interrelates selected aspects of the newer federally funded elementary science curricula.	allows students to formulate a group in order to collect materials and information pertaining to one of the science curricula.	presents materials and findings to the entire class by way of 10-minute group discussions. organizes the task's division of labor and presentation time. parcels out and presents along dimensions such as philosophy/rational, instructional strategies, materials, lesson format, program and pupil evaluation.	observes stude selecting appr priate aspects these programs when teaching interacting wi pupils. observes stude communicating other school p fessionals dem strating some theoretical or working knowle of these curri

(3)

prepares a 10-minute pupil-centered demonstration.	creates a non-threatening and emotionally safe environment for the desired values, attitudes and skills to develop. interjects a smattering or an indepth presentation of science content.	designs a presentation suitable for the grade level he might teach. selects area(s) of science content most appropriate. prepares to answer rather sophisticated content and process questions asked by peers.	observes stude achieving obje ive(s) toward which he was t ing. observes stude recognizing th the pupil-orie science demonst tion is a viab alternative wh adequate mater and supplies a not available.

(4)

collects and writes-up six pupil-centered demonstrations: 2 from a science sourcebook, 2 from a newer federally funded elementary school science curricula, and 2 from journals or periodicals for elementary school science teachers.	allows student to pursue science content of his interest. makes provision for processing and duplicating all worthy demonstrations so student can have a goodly number on hand.	searches, identifies, and distinguishes six pupil-centered demonstrations he might use during his student teaching and future teaching (inservice) which are highly relevant to the youth of our least-served populations.	assesses worth terms of appropriate to setting, amount of hardware needed sophistication level of scien content, and sources from wh obtained. distributes pac of demonstratio to student.

BEST COPY AVAILABLE

(5)			
constructs or prepares a piece of science equipment or audio-visual aid which might be used when student teaching or for use in future teaching (inservice).	encourages student to make or prepare science equipment and material for classroom use when local funds are not available to purchase expensive commercial items.	demonstrates an ability to relate science concepts to the construction of a piece of hardware. describes to his peers how the object was made and the materials needed to make it. explains to his peers why, when and how it is to be used when teaching elementary school science	judges the worth of object on the criteria listed in the third column. infers as to the amount of work involved and the student's attitude during its development/construction
(6)			
writes a "paper" based on his experiences during the pre-student teaching placement in a multicultural setting.	provides an opportunity for the student to express his views in an expository mode. allows for classroom discussion of what a reality-oriented science program might be like. distributes selected ditteed handouts.	identifies the many constraints placed on the teaching of science in multicultural settings. becomes skillfully aware of operational barriers. seeks out more information with regard to the identified constraints. utilizes the gathered information or data as the bases for his paper.	assesses the worth of the student's effort based on the criteria implicitly found in the narrative of his paper. interacts with the student by way of two supervisory visits to the field based sites (these sessions will provide an opportunity for mutual assessment of cognitive and affective development).

RELATE PROGRAM

evaluated by

Richard Stowe

Competencies	How Measured
Relate	
1) Diagnosing Learner Characteristics a) Diagnosing learners 1) Enablers a) learners & instructional objectives b) categories of learner characteristics c) sources of learner data d) classification of learner data e) interpretation of learner data	1) Informal observation 2) Field test 3) Pilot test 4) Student management data system
2) Setting Objectives a) Instructional goals b) Performance objectives c) Task analysis d) Instructional sequencing 1) Enablers a) content 1) children's literature 2) listening 3) speaking (oral communication) 4) reading skills (oral reading) 5) reading skills (general) 6) reading skills (work attack) 7) reading skills (comprehension) 8) writing	
3) Planning learner assessment a) Indicators of achievement b) Instruments for data collection c) Plan for learner management 1) Enablers a) procedures for information collection b) use of instruments	
4) Planning Strategies a) Selection of instructional strategies 1) Enablers a) varieties of instructional strategies b) criteria for instructional strategies	
5) Planning Strategies a) Selection of organizational patterns 1) Enablers a) varieties of organizational patterns b) criteria for organizational patterns	

BEST COPY AVAILABLE

6. Planning use of resources
   a) Selection of potential resources
      1) Enablers
         a) varieties of potential recources
         b) criteria for potential resources

7) Integrating the learning environment
   a) Integration of instruction
   b) Evaluation Plan

8) Implementing
   a) Instruction with a pupil
   b) Instruction with a group
      1) Enablers
         a) plan for implementation
         b) instruction with a peer

9) Evaluating

10) Revising
   a) Instructional changes
   b) Assessment

(Use space below for any revisions (additions, deletions, or modifications)

* * * *

SHAWNEE GRADUATE PROGRAM

evaluated by

William Pilder

BEST COPY AVAILABLE

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
AND FILED COMMUNICATIONS OF A NOVEMBER 15, 1972

Competencies	How Measured
Shawnee Graduate	
1) Translating what is learned into affecting children and the community.	1) Staff evaluations 2) Staff records as resource people.
2) Skills in doing action research.	3) Records kept of media use.
3) Skills in criticism of educational policies.	4) Record of model and community experience.
4) Skills in assessment of one's value.	5) Records of characteristics of participants: a) Application forms b) Attitudinal Questionnaires c) Themes of participants

(Use space below for any revisions (additions, deletions or modifications)

* * * \

SHAWNEE UNDERGRADUATE PROGRAM

evaluated by

Thomas Glass

BEST COPY AVAILABLE

COMPETANCY	PROGRAM COMPONENT	BEHAVIORS	EVALUATION
I. Obtain information concerning community and social agencies and the social order of the urban community	Three week community/social agency work experiences and related seminars (F400)	Via work in an agnecy- A.Contact with city families B.Exposure to problems of and frustrations to city citizens C.Exposure to relationships between agencies, schools, and community D.Discussion and formal training sessions with agency workers	Program Objectives I Sem attached -complete II Sem attached - INC. F400 evaluations (pre and post Incomplete Overall Program Evaluation I Sem - complete & attached II Sem -attached INC.
II. Develop skills in ATs in order to become functional in urban area school systems	Student teaching assignment in inner city schools Formal instruction (S485) On-site conferences	A. Lessons appropriate to students in level, content, and language B.Special considerations for students in compensatory (potential dropout) programs C.Sharing of concerns and ideas with teachers, administrators, supervisors, and fellow students D.Modification of behavior to reflect role of inner city teacher	Program objectives (see above) Overall Program Evaluation (see above) Supervisors - 3 way conference forms -not yet tabulated Instructor and course evaluation (S485) attached
III. Development of a desire of participants to seek employment in an inner city school system	The whole program: Student teaching Community work (F400) S485	Indication of little, or no, hesitancy to seek a position in a city system Actual application for position in Louisville or other city school system	Program objectives (see above) Overall Program Evaluation (see above)

BEST COPY AVAILABLE

COMPETANCY	PROGRAM COMPONENT	BEHAVIORS	EVALUATION
I. Obtain information concerning community and social agencies and the social order of the urban community	Three week community/social agency work experiences and related seminars (F400)	Via work in an agnecy- A.Contact with city families B.Exposure to problems of and frustrations to city citizens C.Exposure to relationships between agencies, schools, and community D.Discussion and formal training sessions with agency workers	Program Objectives I Sem attached -complete II Sem attached - INC. F400 evaluations (pre and post Incomplete Overall Program Evaluation I Sem - complete & attached II Sem -attached INC.
II. Develop skills in ATs in order to become functional in urban area school systems	Student teaching assignment in inner city schools Formal instruction (S485) On-site conferences	A. Lessons appropriate to students in level, content, and language B.Special considerations for students in compensatory (potential dropout) programs C.Sharing of concerns and ideas with teachers, administrators, supervisors, and fellow students D.Modification of behavior to reflect role of inner city teacher	Program objectives (see above) Overall Program Evaluation (see above) Supervisors - 3 way conference forms -not yet tabulated Instructor and course evaluation (S485) attached*
III. Development of a desire of participants to seek employment in an inner city school system	The whole program: Student teaching Community work (F400) S485	Indication of little, or no, hesitancy to seek a position in a city system Actual application for position in Louisville or other city school system	Program objectives (see above) Overall Program Evaluation (see above)

* II SEM TO BE FORWARDED

The Forum Series is basically a collection of papers. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. Articles are accepted on all phases of teacher education including in-service training and graduate study. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The substance is open to various types of content. Position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average five to twenty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion.

Produced by the Division of Teacher Education, Indiana University-Bloomington, a component of the School of Education, supported in part by way of an Institutional Grant (OE-OEG: 0-72-0492: 725) with funds from the United States Department of Health, Education, and Welfare--Office of Education, under the provisions of the Bureau of Educational Personnel Development as a project. The opinions expressed in this work do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

(First Draft Technical Report)

August 15, 1973

THE EFFICACY OF AD-HOC SERVICE TEAMS AS PERCEIVED BY PROGRAM/PROJECT DIRECTORS

BEST COPY AVAILABLE

Acknowledgements:

Special thanks to Roger Farr, Judy Doerann George, Terry Bullock, and Susie Logsdon for their cooperation and assistance in the preparing of this report.

Conducted and Reported by:

Harold Harty
An Wang
Ted Miller

BEST COPY AVAILABLE

PURPOSE

Based on guidelines stated in the initial "Institutional Grant Proposal," ad hoc service-oriented Teams and Centers were developed to facilitate program balance and to monitor activities congruent with the six major objectives outlined in the Proposal. One method for examining the role and function of the Teams/Centers during the 1972-73 academic year was accomplished by way of telephone interviews with individual Program/Project Directors. Basically the purpose for the telephone interview was to ascertain the Program/Project Director's perceptions and reflections as to the quantity and quality of the services rendered.

PROCEDURES

Twelve Program/Project Directors were contacted by phone. A randomly selected Director served as a pilot for modifying and refining the interview instrument. The refined instrument contained seven queries, (four calling for both structured and open-ended responses, two calling for only open-ended responses, and one calling for only a structured response). It was decided in advance that all Program/Project Directors would be contacted and multiple phone calls would be necessary to complete these encounters. Program/Project Directors were defined as faculty directing an operational teacher training Program/Project at the time of the interview. Ultimately, twelve faculty members met the defined criterion.

BEST COPY AVAILABLE

RESULTS

The findings are reported in two ways. Data tables summarize the breakdown of responses to structured queries along with a listing of the responses given by the Program/Project Directors to the open-ended questions. No attempt has been made to categorize the responses in any systematic fashion. The comments, examples, reactions, and specifications represent individual feelings and attitudes of Directors being interviewed. Each question is listed, and the comments that relate to that question follow. The reader is cautioned to remember that each statement represents the comments of only one Director.

Query One:

> "Which of the following Teams/Centers have you had contact with during the 1972-73 academic year?"

The majority of the Program/Project Directors had contact with at least six out of the seven Teams/Centers (Table 1). The Program/Project Directors cited examples of the types of assistance received from each Team/Center.

BEST COPY AVAILABLE

Table 1

Frequency of Encounters Per Team/Center
by Program/Project Directors

Centers	Yes	No
1. Center for Experiential Ed.	8	4
2. Budget Center	12	0
3. Conceptualization Center	11	1
4. Development Center	7	5
5. Evaluation Team	12	0
6. Field Implementation Center	11	1
7. Instructional Services	10	2
Totals	71	13
Percent	84%	16%

A. Center for Experiential Education (CEE):

1. a. Inputs for instruction and proposal for project.
   b. Made a number of community-based placements.

2. Has worked in supporting project, contacting people in the field, finding sites, and helping in many other ways.

3. Transportation to Columbus.

4. a. Coordinating observation and participating in building with heavy student-teacher use.
   b. Providing forms and guidelines.
   c. Transportation.

5. a. Helped by talking to students that have come to project and have desired their service.
   b. Publicity and distribution of materials.
   c. Information source to project director.

6. a. Arranged for buses to Indianapolis.
   b. Arranged for student volunteers to work in the MCCSC.

7. As a team member had input into project.

B. Budget Center (Budget):

1. Helpful in formulating budget--very helpful center.

BEST COPY AVAILABLE

2. Submitted budget for review, and they added things that had been omitted. Talked with them about rationale, and they gave suggestions that were helpful.

3. a. Establishing budget categories and procedures.
   b. Guidelines for preparing budget and the teaming proposal.
   c. Help with budget.

4. Consulted with Budget Director on status of project budget.

5. a. Worked out budget.
   b. Gave ideas and support.
   c. Showed how to re-adjust budget.

6. The Budget Director along with the Division Director, has been most helpful in preparing budgets. Just generally helpful because if he doesn't know the answer, he will find it.

7. Helpful demonstrating budget forms and figures as well as helpful in doing the whole thing--does good job.

8. Went over budget and made suggestions. They fulfill their designated role in coming up with a realistic budget.

9. a. Went over budget.
   b. Provided much input.
   c. Facilitated ideas or means to obtain funds.
   d. Offered guidelines for budget.
   e. Helped by referral to other people.

10. a. Extensive consultation on financial matters such as bills, etc.
    b. Mutual assistance between field center and Institutional Grant.
    c. Served as a collection point for financial dealings.

11. a. Provided guidelines for preparing budgets.
    b. Met at French Lick and later to finalize budgets.

12. a. The Budget Director was extremely helpful in many ways; he knows what he is doing.
    b. Offers assistance to projects.
    c. Very service oriented; very helpful.

C. Conceptualization Center (Concept):

1. a. Useful dialogue over instructional characteristics of programs--what should be kept and what should be thrown out.

BEST COPY AVAILABLE

b. Helped in revising times and courses along with legality of changing credit hours for a course.
c. Gave a lot of good contacts.
d. Willing and easy to get to.

2. a. Keystone for decision making, student recruitment, and interdisciplinary decision making.
b. Gave support and encouragement.
c. Sent materials.

3. a. The Conceptualization Director and Assistant helped in making project proposal and getting it through.
b. They have given project a lot of ideas.

4. Project has given Center schedules, bulletins, and information to carry out their objectives.

5. Discussions with Conceptualization Director and Assistant.

6. Options book.

7. a. Worked closely with Conceptualization Director in restructuring project.
b. Talked about things that are not being done by School of Education.

8. a. Discussed program.
b. Helped by referral to other people.
c. Discussed the Institutional Grant.

9. Guidelines for project and good source of referral to other people.

10. a. Gave help and suggestions for handling scheduling problems.
b. Met with course instructors and project director to work out budget problems.
c. Provided sample guideline forms for interviewing applicants for program.
d. Helped with scheduling of courses for next semester.

11. a. Helped in Center developing proposal.
b. Conceptualization Director helped in administrative capacity.

D. Development Center (Dev):

1. Informal talks.

2. a. Provided kits and films to project.
b. Discussed package for a minority setting.

BEST COPY AVAILABLE

3. Brief talks.

4. a. Consulted during meeting.
   b. Monitored field component.
   c. Assigned G.A.'s and staff to find materials and provide help.

5. Project will need to make further contacts but not at that stage yet.

6. No contact, didn't know what Center is doing.

7. Talked with Development Director but did not follow through.

8. Some suggestions on simulation.

M. Evaluation Team (Eval):

1. a. Demanding something that is needed.
   b. Project has to do work.
   c. Team has put pressure on project to evaluate.
   d. F400 guidelines are better now.
   e. Evaluation Team should have a bigger staff.

2. a. Supplied with written guidelines describing three levels.
   b. Offered services.
   c. Project Team has sent evaluation person to work with the Evaluation Team.

3. a. Evaluation Director and faculty members have been helpful in designing needs assessment and competencies.
   b. When you need help you get it.
   c. Sometimes Evaluation Team asks for too much information.

4. a. They ask for a lot of things.
   b. Project recognizes that their evaluator has not been effective.
   c. Project evaluator has not done anything, and if evaluation is important, Evaluation Team should reassign someone or do the evaluation themselves.

5. Project evaluator handled most of this communication. Consultation with Evaluation Team Director concerning input to own project as well as to other projects.

6. a. Indicated type of evaluation design needed.
   b. Referred to Test Bureau for materials and forms.
   c. Obtained material for a study to be conducted.

7. Brief contact.

BEST COPY AVAILABLE

8. Very helpful in structuring guidelines and providing liaison between people in Institutional Grant.

9. a. Biweekly mailings from Evaluation Team to be filled out and returned.
   b. Distribution of materials by Evaluation Team.
   c. Called upon for resource people.

10. a. Expert consultation.
    b. Search made by Evaluation Team for additional materials--particularly questionnaire information.
    c. Referred to people for materials and ideas.

11. a. Provided with forms to follow for evaluation purposes.
    b. Team available to talk with when needed.

12. a. Team requested continuing reports.
    b. Helped with evaluation design.
    c. Paperwork demands placed by Evaluation Team.

F. Field Implementation Center (FIC):

1. Just friendly contacts.

2. Helpful in the following ways:
   a. Guidance.
   b. Guidelines in dealing with schools.
   c. Being available for conversation and decision making.

3. Various individuals helped because of their ability or knowledge in the following fields:
   a. Knowledge of community people.
   b. Organizational abilities and establishment.
   c. Knowledge of rural education.

4. a. Developed proposal for new approach to student teaching (new model).
   b. Helped in locating sites.

5. a. Brief talks.
   b. Participation in establishment of project and school relations for this coming fall.

6. a. Identification of programs and students and needs for program. Delineation of differences between programs and regular program.
   b. Guidelines for student identification and selection.
   c. Project and program descriptions and potential student information forms.
   d. Project coordination.

BEST COPY AVAILABLE

7. a. Budget for project comes through Center.
   b. Provided office space and brought up to date about project.

8. a. Expert help.
   b. Made initial contacts with schools and accompanied program personnel to schools.
   c. Provided forms for contract agreement made between the MCCSC teachers and program directors for student teachers to have particular experiences.
   d. Followed-up all endeavors with phone calls and notes.
   e. Shared knowledge from what had been learned by working with local schools both in the past and present.

9. a. Helped in the preparation of students for program.
   b. Helped with visitation and supervision.
   c. Helped with guidelines necessary for program.
   d. Helped construct materials and forms.

10. a. Administrative support.
    b. Consultant.
    c. Resource people.
    d. Financial assistance.
    e. Secretarial and work-study assistance.

11. a. No help whatsoever.
    b. Even pursued; found out were not service oriented.
    c. What they do and say are two different things.

G. Instructional Services (ISC):

1. Talked to Instructional Services Center Director about getting equipment.

2. Just friendly contacts.

3. Every one of services is used heavily. Below are some examples:
   a. Borrow materials.
   b. Director of Education-Library very willing to help.
   c. Preview facilities.
   d. Self-Instructional lab.
   e. Six AV people conduct a workshop two mornings a week.
   f. Taped-TV more available then before and more flexible service of playbacks of tapes.

4. Instructional Services Center Director went out to project and took films and is preparing a film to be used as a recruitment device. This is a costly but useful device.

5. Provided AV materials for classes.

BEST COPY AVAILABLE

6. a. Provided storage for project materials.
   b. Allowed to use materials for a longer period.
   c. Equipment and AV needs.

7. a. Design of auto-informational packages.
   b. Guidelines for student teacher use of AV materials
   c. Package for informing students of project and program choices.
   d. Referral to person in IST and AV.
   e. Complete range of AV equipment and production techniques.
   f. Availability of free films for student teachers.
   g. Auto-instructional equipment lab.

8. a. Borrowing of equipment.
   b. Guidelines for utilizing other campus AV sources.
   c. Ordering films, etc.
   d. Given supplies for example poster materials.
   e. Technical assistance with visuals.

9. a. AV component is being derived for informational purposes for potential project student members.
   b. Expert consultation with AV materials.

10. Explained the self-instruction program for working AV equipment and described what procedures students should use when learning about self-instruction equipment.

Query Two:

> "If the Program/Project Director responded yes to any of the encounters noted in Query One, he/she was then asked to indicate whether the Teams/Centers had provided assistance in any of seven defined categories."

The most frequently checked types of assistance received were providing expert consultation; providing guidelines for some activity(ies); helping by referral to some other office or person; and providing facilities, service, or equipment of some sort to the project (Table 2). The responses getting the fewest checks were helping in the construction of materials, forms, teaching devices, etc;

BEST COPY AVAILABLE

Table 3

Assistance from Centers as indicated by Program/ Project Directors in Seven Defined Categories

Type of Assistance Received	CEE	Budget	Concept	Dev	Eval	FIC	ISC
1. Providing expert consultation	2	9	9	3	8+	8	4
2. Providing guidelines for some activity(ies)	3	10	8	1	9	8	4
3. Helping in the construction of materials, forms, teaching devices, etc.	1	4	2	1	5	5	4
4. Helping by referral to some other office or person	2	9	10	1	2	8	2
5. Providing facilitation services or equipment of some sort for the project	6	8	4	1	6	5	6
6. Instructing students in the program	2	0	0	1	0	4	4
7. Having only briefly talked or met with a member of a center	2*	0	2	6	3	4	4
Totals	18	38	35	14	33	40	28

*One respondent qualified this category by stating that CEE was helpful by means of one person sitting in as a member of his project.

+Three respondents qualified this category by stating they had just received consultation from the Evaluation Team.

BEST COPY AVAILABLE

instructing students; and having only briefly talked or met with a member of a center. However, it should be noted that this last category was not expected to get many responses since it referred only to Centers with which Programs/Projects had very little contact. The other two responses were areas that Programs/Projects typically handle themselves.

The totals by centers range from 18 checks for CEE to 40 for VIC. It should be noted that since the first six categories are ones that refer to specific types of help or assistance received, 66 would be a maximal score if every Director interviewed stated that he had received each of those six types of help from a specific Center. On the other hand, if a Center received few checks in the seventh category, it would tend to minimize the total number of checks received.

Query Three:

> "What was the efficiency of the help received from the Centers that you have had contact with?"

Query three, responses to which dealt with efficiency of help received from the Centers, showed 65% of the Centers to be always available when needed; 15% sometimes too late and/or not always available when needed; and 2% always too late and/or never available (Table 3). Eighteen percent of the responses showed there was too little contact to make a judgment. These results appear favorable regarding the efficiency of assistance.

BEST COPY AVAILABLE

Table 3

Efficiency of Help As Viewed by Project/Program Directors

Centers	Always available when needed	Sometimes too late and/or not always available when needed	Always too late and/ or never available	Too little contact with to say
1. CEE *	5	2	0	1
2. Conceptualization	45	3	0	2
3. Budget	12	1	0	0
4. Development	2	0	0	5
5. Evaluation	5	5	0	2
6. FIC	9	0	1	1
7. ISC	7	1	0	2
Percent	65%	15%	2%	18%

*One respondent did not wish to categorize CEE under any of the four responses.

1. a. The Instructional Services Center did not always have equipment available because of the demand for this equipment.
   b. The Evaluation Team's Data Bank caused some problems--especially with personal data on students' form. They did provide plenty of help for project.

2. a. The Center for Experiential Education--efficiency has been excellent; met needs and went beyond the call of duty.
   b. Too little contact--mostly them responding to you for their needs rather than project asking for help. Evaluation Team might provide contact or ideas without project having to ask for them.
   c. Received prompt answers when needed and asked for. Did not always utilize centers.

BEST COPY AVAILABLE

3. FIC has "B" under categorized response because the Director is very busy, and sometimes there was nothing he could do about problems.

4. No comments or reactions by three of those interviewed.

5. Not enough time given Projects to do things that Centers want them to do.

6. a. CEE--has been available when needed as member of team.
   b. Conceptualization--materials that they desire are needed in too big a hurry, and they are not always available when needed.
   c. Budget--very available.
   d. Evaluation--very little feedback from team.
      Evaluation Team not available.
   e. FIC--reasonably well available but busy; contact is good.
   f. ISC had material and help available when called upon.

7. Very pleased with cooperation from people that Project had a lot of contact with, like the Directors of Budget and Conceptualization Centers. Very helpful. Very pleased.

8. Because of the nature of DTE, many people don't know how to use the Centers. There are many areas of overlap between Centers. Much of what has been done before is now under the direction of DTE, so do not see much difference.

Query Four:

> "What type of help was received from the Centers that you have had contact with?"

Query four dealt with the type of help received from the Centers (Table 4). Here 44% of the responses indicated exactly the type of help needed; 29% some of the type needed; 9% not at all what was needed; and 19% too little contact with to say. Since 73% of the responses fell under the first two categories, it could be assumed that the Centers were providing most of the help required by Programs/Projects. However, 9% of the responses fell into the category "not at all what was needed." This might require further study to identify the reasons for such negative responses.

BEST COPY AVAILABLE

Table 4

Nature of Help as Viewed by Project/Program Director

Centers	Exactly what was needed	Some of what was needed	Not at all what was needed	Too little contact with to say
1. CEE	6	1	1	1
2. Conceptualization	4	5	1	1
3. Budget	9	3	0	0
4. Development	0	2	1	5
5. Evaluation	4	4	2	2
6. FIC	4	4	2	1
7. ISC	4	3	1	2
Totals	30	21	6	12
Percent	44%	29%	9%	18%

1. No comments or reactions by eight of those being interviewed.

2. a. What you need Centers for might not be there.
   b. Main concern is because education is under fire and people still expect the same thing in the end.
   c. New evaluation techniques must be developed to make it easier to evaluate courses because there is nothing that gets at attitudes.

3. CEE had exactly what was needed, but not much needed.

4. Last fall Evaluation Team provided little help in designing overall evaluation design for Program. Promised training sessions for evaluators and didn't have them.

5. Evaluation Team wasn't able to help Project with things that they needed evaluated. Had anticipated a more global evaluation, such as differences in students among various Projects.

BEST COPY AVAILABLE

Query Five:

"To what extent has DTE provided the assistance you have needed to conduct your Project?"*

Query five dealt with whether DTE Centers as a whole were providing the necessary assistance to Programs/Projects. Here 70% of those responding answered either "all or most" of the help needed; only 30% responded with "some or a small part" of the help needed. No one responded with "none of the help needed (Table 5)."

As a whole, it appears that most Directors received the kind of help they needed, when they needed it. However, even though a majority responded favorably to the DTE Centers, each Center needs to examine its role in order to make the necessary services available to all Projects.

Table 5

Perceived Extent of Assistance Provided to Programs/Projects by Centers

Category	Number Response	Percentage
1. All the help you have needed	1	10%
2. Most of the help you have needed	6	60%
3. Some of the help you have needed	2	10%
4. Small part of the help you have needed	2	20%
5. None of the help you have needed	0	0%

*Definition of assistance: construction of materials, development of materials, consultation on some problem or inquiry of your project; provision for equipment and/or instructional services.

BEST COPY AVAILABLE

1. Felt previous examples under open-ended responses sufficed for both questions.

2. No comments or reactions by two of the people interviewed.

3. Most development initiated within the Project; Centers provided supplemental and technical assistance.

4. They have complicated greatly and have made more difficult the problems they face.

5. Project receiving all the help needed at the present time, but can't anticipate the future help that will be needed; won't know if the Centers will have the facilities as problems arise.

6. Program generally needs just money because of its nature. Received a lot of help with the budget.

7. Project in existence before DTE and has ignored DTE.

8. The kind of staffing that has been needed has not always been provided. Have to shift people into areas that they are not expert in.

9. What was asked for has been given.

10. Whole thrust of Project was development effort--have not asked for any assistance, so did not check one of the categoried responses for this question.

11. New Division extremely helpful--helped start training program.

12. Operated Program in spite of Division. Division made job harder, because many things Project had to do were not service oriented.

Query Six:

"Are there any other services you think these Centers could provide?"

1. a. To develop a rather specific set of responsibilities delineating what things fall under their domain and areas of overlap. Structure needs to be clearer.
   b. Responsibilities for teacher preparation.
   c. State what they don't do.

BEST COPY AVAILABLE

d. Priorities for undergraduate education at Indiana University.
e. Precisely what is needed and what is going to be funded.

2. a. Cross-project observation.
b. Establish criteria for a Team and determine when criteria has not been met.
c. Across-project consistency.

3. Evaluation Team, Conceptualization Center, and ISC could be more aggressive in providing services, e.g., there are some good things that might be of help to Project.

4. Cannot see how they can do a lot more because they have too many other things to do. For instance, the Director of the Conceptualization Center is working 100% for the Conceptualization Center.

5. Help in staff alignment and recruitment because Project had to do a lot on its own. Also, help in student recruitment.

6. Only insofar as providing faculty if possible.

7. If there is a way of pooling knowledge and experience more than we have so far, it might avoid pitfalls--it might be useful for beginning Projects. More pooling of information that one has access too.

8. Conceptualization, Development, and Evaluation need to define what their roles are and then communicate that definition so that utilization of services can take place. They have made job tougher rather than acting as a service.

9. Never quite sure what is needed at the end as far as evaluation. If we knew what Evaluation Team was looking for, we would have it.

10. Availability of personnel.

11. Appointment of coordinator to see if there are certain ways for projects to work together. For example, Special Education, Multi-Cultural, and Early Childhood might eliminate duplication of courses and offer students a double endorsement on certification.

12. Evaluation services--help with instruments and instrument construction. Field Work--get monies used by FIC for own services or those services should be provided.

Query Seven:

"In general are there any other services that DTE could offer or provide your Project or the other Projects?"

BEST COPY AVAILABLE

1. No comment or reaction from two persons being interviewed.

2. More communication.

3. Much better job could be done on publicity--it is on an individual basis at this time. More professional approach. Options book and Program Preview Day were both excellent.

4. Service not dictation. Better communication.

5. Lost of help--plenty more A.I.'s. Can't fully anticipate other services needed.

6. Money to hire people.

7. Equipment on location and instructional supplies away from instructional centers.

8. Earlier decision making needed so as not to jeopardize relations with public schools and lose good A.I.'s.

9. No more to add except be more supportive.

10. Comfortable with not knowing what is going to come out of this. Specific from year to year, but leave it open in case of emergencies--for instance, inner-city problems.

11. Physical center where members of DTE could get together informally.

Query Eight:

"Are there any further general comments or reactions that you would like to make about DTE Centers?"

1. Each Center has been immensely responsive, and it has been a pleasure to work with the people in the Centers. One annoying problem is the red tape in getting money or something approved that requires funding.

2. Division needs to avoid making mistakes that were made before such as compartmentalization. More receptive to Arts and Sciences and other areas in the School of Education.

3. The idea of Centers is good. We have to learn together and help each other.

BEST COPY AVAILABLE

4. a. The various areas in DTE should define their thrusts and stand behind them as well as list competencies needed to accomplish the goals under the thrusts e.g., if a Program is competency based, should have thirty or forty competencies and should grow out of Conceptualization Center or Director of DTE.
   b. It's a logical move to combine FIC and OPE for communication's sake; problem with role definitions and help that faculty members need.
   c. If the Development Center is going to be useful, its personnel should come to Projects and ask what is needed. They are probably making things that are of interest to them.

5. Must concentrate on more inter-program cooperation with less competiveness and more Team effort. As a Project are we helping or hindering other Programs?

6. Budget Director, Conceptualization Director, and Evaluation Director are extremely well qualified and doing a good job.

7. OPE has been extremely helpful with two Programs. Things have been running very well.

8. Too many Centers with too little true definition of what their services are.

9. It would help the whole organization if the physical condition were better--everything is spread out at the present time. This would be an administrative convenience for faculty and students.

10. No general comments or reactions by one person being interviewed.

11. We are all jockeying for placements in the public schools and have to be on the lookout for possible competition in the placement of students.

12. Centers were bureaucratic-fat--could be largely eliminated.

SUMMARY

As stated previously, no attempt was made to alter the comments and reactions of Directors. Even though some questions produced a number of similar comments, each response was included to retain the uniqueness of

BEST COPY AVAILABLE

the person responding. Most comments were positive, denoting assistance that was much appreciated or offering constructive advice as to how this help could be improved by the specific Center(s). Some responses to the last three questions appear especially valuable to decision makers in planning new directions that Centers will take and in adding responsibilities or duties that should be included.

The telephone interview proved to be a somewhat valuable technique, as all twelve directors designated for interviews were reached for query. It was possible to discuss questions and gather open-ended responses. However, this type of interview is encumbered by the time required for each call as well as by the difficulty of contacting busy Project/Program Directors. Interview time ranged from twenty minutes to one hour, with the average being thirty-six minutes. The overall time involved in the actual interviewing of Directors was seven hours. The number of phone calls necessary to conduct an interview ranged from one to thirteen calls, with a mean of almost 4½ calls. A further encumberance is the overall time required to construct, pilot, and refine the instrument as well as to conduct the interviews, compile the data, and write this report. The time for these tasks totaled about 31 hours.

However, the results of such a process evaluation technique seem to be useful in light of the data collected. It is hoped that similar attempts will be made in the future to gather this kind of information, so that areas where change is needed can be identified in an ongoing fashion.

# # # #